

The Haven	Nurture Intervention / ELSA intervention	Learning Outside the Classroom	Pastoral Support
A short-term intervention with identified SEMH targets enabling the child to successfully re-join their mainstream class full time. Uses a specific room where identified children receive 1:1 or small group support to complete core curriculum learning that has been planned by the mainstream teacher. Led by a highly trained practitioner with additional training in supporting children with Social, Emotional and Mental Health needs (SEMH). Children have personalised timetables enabling them to learn in the Haven and in their mainstream classrooms. Can be 1:1 support in the child's mainstream classroom to support transition from the enhanced provision to mainstream provision Is evaluated in line with the SEND Assess, Plan, Do, Review cycle. Mainstream teachers set and review targets.	<u>Nurture intervention</u> is Delivered in a small group or 1:1 by a trained practitioner A short-term intervention that identifies gaps in a child's emotional development and then uses arts, play-based, and practical activities to help children compensate for missed developmental stages. <u>ELSA intervention</u> Delivered in a small group or 1:1 by a trained practitioner. A short-term intervention that supports children with emotional regulation, developing coping skills, building resilience and improving social skills. Leaders track and monitor both interventions to assess impact and ensure that the most disadvantaged children have access to the provision. Teachers complete referral form to access this provision.	<u>Forest School</u> A universal provision for all children A planned intervention for identified children that builds independence, self-esteem, resilience, and emotional intelligence through child-led exploration. <u>Animal Care</u> A universal provision available for all children Daily access for identified children to support the child to foster empathy, responsibility, and emotional regulation in children. Can form part of a child's personalised timetable.	A family approach Practical support offered to families. This can be financial, referrals for additional support in the home or parenting classes. Ad-hoc 1:1 wellbeing check-ins with children. Support for parents to improve attendance. Monitoring attendance to ensure disadvantaged children have good attendance at school.