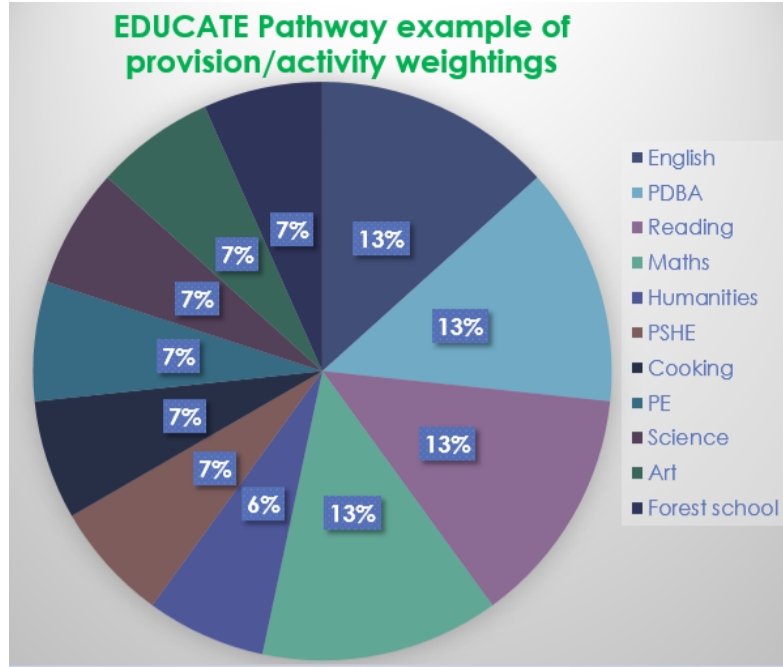


Return to EDUCATE

Universal offer:
Structured routines through a class timetable; specialist subject teachers deliver the NC therapeutically; personal development and self-reflections are practiced through interactions.



After 3 weeks teachers review student progress following the **REGULATE** pathway and if they are "stepping back to class" on a phased or complete return at this point.

- ✓ Progress up steps
- ✓ Snapshot improvement
- ✓ P-Points significantly increased

Return to **EDUCATE** pathway through successful transition.

Progress assessed every 3 weeks

- *focus on achievable core learning
- *handling stress & rage
- *thinking and concentration
- *holding a friendship
- *fears and offloading

How to rejoin my class

- Always following Hedgehogs rules.
- Reflect on my daily P-Points.
- Give people space and be kind.

How I can spend longer with Hedgehogs

- Tell mum about my day in class - tell mum about what I have learned.
- Be kind to everyone and make good choices in class.
- Get all my P-Points when I go in Koalas.

How I get to spend some time with Hedgehogs

- Regular good daily P-Points total.
- Prepare for some time in class and role-play what could happen.
- Go back through the 'class rules' checklist

How I get to join friends

- Achieving all morning P-Points.
- Plan what I am going to do with a friend and invite them to play.
- Show acts of kindness.
- Follow adult instructions at the end of play.

How can I show I am safe in school ?

- Complete my lessons with a teacher (Mr Stevenson)
- Play games together and get better at winning, losing and finding out which are my favourite to add to my tray.
- Keep reflecting on why I am out of the class at the moment.

Example of Steps back to class

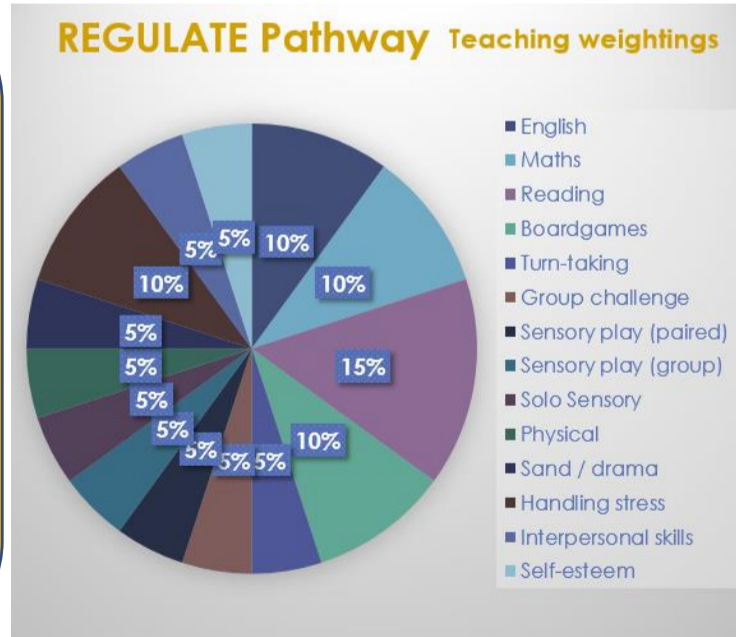
A 'Steps back to class' document is created and shared with the student. The steps to return should be measurable, achievable and impactful on SEMH needs.

Learning experiences are personalised and achievable and communicated with student and parent when there are therapeutic provisions planned out of the classroom 1:1.

Teachers use data to consider what interventions and activities are required to support emotions and behaviour. Programmes from the SEMH snapshot are created and consideration to what space, transitions and social interactions will best rewire and prepare a student for a successful return to class

Provision adjusted to REGULATE

Intervening offer:
Not yet ready to manage consistent social or academic demands of our *Universal offer*. Emphasis is on basic needs being met – hunger, belonging, alertness, reflections, regulating and controlling emotions.

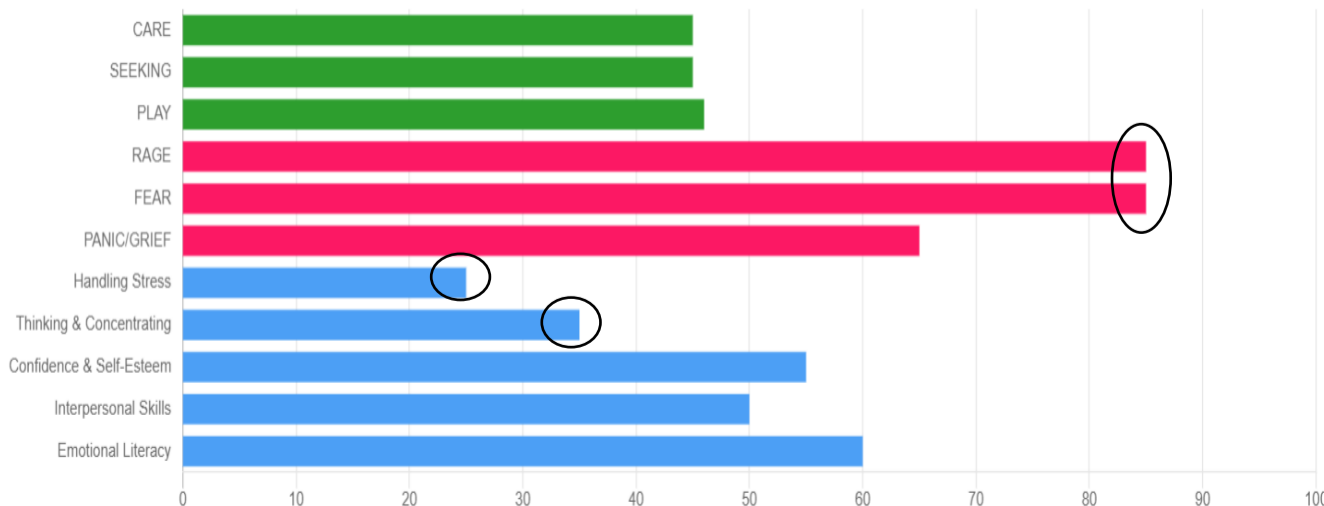


Data shows a pause in the universal offer is required.

Learning pathway adjusts from "EDUCATE" to "REGULATE" for the next 3 weeks.

- P-Point attainment trends are concerning
- Self-reflection needs greater intervention; RPIs; serious behaviours are frequent and increasing
- Therapeutic intervention requires an alternate space
- SEMH assessment shows clear reductions in tolerance and ability to coping with demands

SEMH assessment snapshot example



People	50/150
Purpose	35/150
Place	90/150
Repair required	- 45
RPIs	4

