



Woodland Inclusion Support Base

Policy reviewed by Governors: Summer 2026

Next review: Summer 2027

Introduction

Woodland is Dothill Primary School's SEMH Inclusion Support Base, providing short term and medium-term support for pupils who struggle to access learning safely and successfully in their mainstream classroom. The provision sits within our mainstream offer and aims to remove barriers to learning so pupils can reintegrate into their class with greater confidence, regulation and resilience.

The Woodland Provision is overseen by the **Nurture Lead** and delivered by a trained **Woodland Lead** (Safety Intervention-trained) supported by a second staff member.

Purpose

Woodland is designed to support pupils who are experiencing significant difficulties managing the demands of the mainstream classroom, including but not limited to:

- High levels of emotional dysregulation
- Persistent defiance or refusal
- Violence or unsafe behaviours
- School based anxiety or stress
- Difficulty coping with sensory or social demands

The aim is to provide pupils with a structured, supportive environment that allows them to regulate, engage, and participate in learning—while maintaining a strong connection to their mainstream class.

Key Principles

Woodland operates according to the following core principles:

- **Inclusion, not exclusion** – pupils remain on the roll of their mainstream class and continue to be included in wider school life.
- **Needs-led support** – access is based on a pupil's presentation, not on diagnosis.
- **Safety and structure** – predictable routines and calming approaches help pupils regulate.
- **Belonging** – pupils remain part of their class community, with reintegration as the long-term goal.
- **Collaboration** – close working between Woodland staff, class teachers, SENDCo, parents and external agencies.

- **Skill-building** – explicit focus on emotional regulation, communication, independence and readiness for learning.

Woodland is a behaviour focused SEMH support space operating within nurture-informed principles.

Entrance Criteria

Pupils may be considered for the SEMH nurture provision when there is evidence of ongoing behavioural and emotional need that cannot be fully met within the mainstream classroom despite targeted support.

Pupils may meet one or more of the following:

- **Persistent dysregulated behaviour, including:**
 - Regular emotional outbursts (e.g. anger, distress)
 - Difficulty managing frustration or change
- **Significant Social, Emotional and Mental Health (SEMH) needs, such as:**
 - Anxiety impacting learning and engagement
 - Withdrawal or avoidance behaviours
- **Barriers to learning linked to behaviour, including:**
 - Inability to sustain attention or complete tasks
 - Frequent removal from class due to behaviour
- **Difficulty with relationships, including:**
 - Challenges forming or maintaining peer relationships
 - Conflict with adults or peers
- **Low resilience or self-regulation skills, requiring structured support**
- **Limited response to prior interventions, for example:**
 - Quality First Teaching adaptations
 - Targeted interventions (e.g. Zones of Regulation, small group work)
 - Behaviour plans or pastoral support

Evidence required for entry:

- Behaviour logs (e.g. CPOMS records)
- Teacher and SENCo input

- Parent/carer communication
- Evidence of graduated response (Assess–Plan–Do–Review)
- Baseline assessments (e.g. Boxall Profile, behaviour tracking)

Decision-making process:

- Referral discussed with Nurture lead, SENDCo provision staff
- Multi-agency input considered where appropriate
- Clear individual targets and support plan established before entry

Exit Criteria

Pupils will exit Woodland provision when they demonstrate improved emotional regulation, behaviour, and readiness to access classroom learning more independently.

Pupils will show:

- **Improved self-regulation, including:**
 - Ability to use taught strategies to manage emotions
 - Reduced frequency/intensity of dysregulated behaviour
- **Increased engagement in learning, such as:**
 - Sustaining attention for age-appropriate periods
 - Completing tasks with reduced adult support
- **Positive behaviour changes, including:**
 - Reduction in incidents requiring removal from class
 - Improved response to adult direction
- **Improved social interaction, including:**
 - More positive peer relationships
 - Appropriate communication with adults
- **Consistency across settings, e.g. nurture space and classroom**

Evidence required for exit:

- Progress against individual targets
- Reduction in behaviour incidents (logged evidence)
- Updated Boxall or similar assessment showing improvement

- Staff observations across different contexts
- Pupil voice (confidence, readiness)
- Parent/carer feedback where appropriate

Assessment and Tracking

To ensure needs are well understood and progress monitored, the following tools are used:

- **Boxall Profile** – to assess social/emotional development and identify key targets.
- **SDQ (Strengths and Difficulties Questionnaire)** – to assess emotional wellbeing and behavioural needs.
- **RCADS (Revised Children's Anxiety and Depression Scale)** - to measure the reported frequency of symptoms of anxiety and low mood.
- Observations, behaviour data, and pastoral records.
- Pupil voice forms an essential part of this process.

These assessments inform personalised targets and are reviewed regularly.

Provision and Curriculum

Environment

Woodland offers:

- A calmer, low-stakes environment which is built upon trauma informed practices
- A nurture informed approach
- Highly structured routines
- Clear expectations and visual supports
- Use of "Now and Next" and other visual timetabling
- Access to sensory strategies and regulation tools

Curriculum Offer

Woodland pupils access a **lower-stakes version of classroom learning**, aligned with their class curriculum. This includes:

- Core subjects (reading, writing, maths) adapted to need
- Scaffolds, chunked tasks and reduced cognitive load
- Opportunities for hands-on learning and practical tasks

- Behaviour regulation coaching embedded throughout the day
- Emotional literacy work and social skills sessions
- Learning that is linked to the mainstream curriculum to maintain continuity.

Inclusion in Mainstream

Pupils remain members of their class and:

- Join class time where appropriate
- Participate in assemblies, trips, celebrations and wider school life
- Follow a reintegration plan that increases class time gradually

Staffing

- **Nurture Lead** – deputy head teacher, DSL and nurture trained to oversee and support provision, planning and staffing
- **Woodland Lead** – trained in Safety Intervention, de-escalation and behaviour support.
- **Teaching Assistants**– support delivery of curriculum and supervision.
- Oversight, advice and support from **SENDCo**
- Regular CPD and supervision to maintain safe, consistent practice.

Communication With Families

Parents are:

- Kept informed of referral, support and progress
- Involved in discussions and review meetings
- Provided with strategies to use at home where appropriate

Safeguarding

Woodland follows all whole school safeguarding policies and procedures. Staff:

- Report concerns promptly to the DSL team
- Record incidents factually and accurately using CPOMs
- Maintain vigilance in supporting vulnerable pupils

Monitoring and Review

- Reviewed half-termly by SENDCo and Nurture Lead
- Impact assessed through Boxall, SDQ, RCADS, behaviour data, progress data and staff/pupil feedback
- Shared with SLT and governors through SEND reporting
- Shared with external professionals, including Learning Support Advisory Teachers, Behaviour Support Advisory Teachers and Educational Psychology Team.