



# Nyland School

# Mainstream Experience

# Policy

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## **Guidelines for supporting pupils on Mainstream Experience and Integration Programmes**

Nyland School defines experience/integration as children spending time in mainstream school with skilled support, taking part in the regular curriculum with their mainstream peers.

Staff, pupils and parents understand that integration experience is a specific programme offered to children who fulfil the criteria for consideration. These criteria include:

- Staying in class and engaging with work in all lessons
- Staying calm when things go wrong and demonstrating the ability to self- regulate the majority of the time
- Staying safe around school (a maximum of 2 positive holds in 2 successive terms)
- They can be safe on the school transport and have had no reports to the contrary in the last 2 terms
- Class teacher and Senior Leadership agree the pupil is ready
- Parents and carers agree their child is ready
- The pupil wants to go and is able to express this to the Principal either verbally or in a written format

## Framework and Support

### Mainstream experience

*This enables a child to have taster session in a mainstream school; child visits a school with a Nyland School staff member and joins a lesson he/she is most able/confident in.*

*Decisions about the phased increase of time must be made in full consultation with the pupil, parents/carers, teachers and SLT of both schools.*

*All staff must be mindful that this is the first time the pupil may have been in a mainstream school for a number of years and will be an anxious time for them.*

### Adult support roles and responsibilities:

- The Nyland adult should stay close to the child and be available at all times to support both the task and the child's social and emotional well-being, e.g. further differentiation of the task and instructions, encouraging the child to speak to peers and take part in group activities, putting their hand up to answer questions etc.
- To be familiar with, and support the pupil with the mainstream schools behaviour policy and support the school to be inclusive. At the same time follow Nyland School expectations, emotional support strategies and de-escalation strategies (including Team Teach if absolutely necessary and in agreement with the mainstream).
- To feed back to the Nyland class teacher after each visit. This should include the things that have gone well and things that might not have gone quite so well and any alteration to plans to support the success of each visit. Anything of a serious nature must be passed on to the Principal.
- To make the professional judgment, in consultation with the mainstream school, of bringing the pupil back or calling for assistance from the Senior Leadership Team in the event that the pupil is becoming unsettled.
- The adult follows the Guidance for Safer Working Practice for Adults Who Work with Children and Young People

## **Integration**

*This enables a pupil to experience mainstream for a short time each week, fully supported, in the same school.*

*When appropriate the child should start to receive more of the support from the mainstream school staff and be encouraged to work closely with a partner or small group independently. As the pupil's time increases to full days, Nyland support will become part time and the child will be expected to work independently.*

*Decisions about the phased increase of time must be made in full consultation with the pupil, parents/carers, teachers and SLT of both schools.*

*Again, all staff must be mindful that the pupil will be anxious because this is a big step up from being in a small and familiar specialist school setting.*

### **Adult support, roles and responsibilities:**

- To fully brief the staff about the pupil, using the Personal Handling Plan/Risk assessment and EQ targets.
- To remain close by in the classroom or area the lesson is taking place, but should try to encourage the child to work more independently *when they are ready to do so and continue with support as described above when required.*
- To be familiar with, and support the pupil with the mainstream schools behaviour policy and support the school to be inclusive. At the same time follow Nyland School expectations, emotional support strategies and de-escalation strategies (including Team Teach if absolutely necessary and in agreement with the mainstream).
- To feed back to the Nyland class teacher after each visit. This should include the things that have gone well and things that might not have gone quite so well. Anything of a serious nature must be passed on to the Principal.
- To make the professional judgment, in consultation with the mainstream school, of bringing the pupil back or calling for assistance from the Senior Leadership Team in the event that the pupil becomes unsettled.
- To adhere to the Guidance for Safer Working Practice for Adults Who Work with Children and Young People

## **Inclusion**

*Following an Interim Annual Review if all parties; receiving school, Nyland School, parents/carers and child are in agreement a request will be made for the placement provision to become Dual Placement.*

*A successful inclusion is when the child receives the majority of their education in the receiving school; 3 days to 2 days. Once the child is attending the receiving mainstream school full time and all parties agree they will remain on roll at Nyland School for an agreed period of time, at SENAT's discretion.*

*If necessary the child might receive some support from the Social, Emotional, Mental Health, Outreach Team, for a short period to help stabilise any issues and concerns.*

*The Principal will arrange Termly Review meetings with the mainstream school to discuss progress and agree next steps. Where possible the member of staff supporting the child will attend the meeting alongside the parents/carers and child.*

### **Adult support, roles and responsibilities:**

- This will be agreed at the Interim Annual review which will outline the parameters of everyone's role and responsibility.