

The Objectives of The Willows SEMH Base

'The Willows' is a local authority funded inclusion base, which supports children with SEMH difficulties. The base supports children from across the Wirral. Places in 'The Willows' are determined by the Local Authority, following the pupils being assessed by a specialist panel of professionals. This is a short-term provision (4 terms) with the child remaining dual registered with their mainstream school.

The main priority of the Willows is breaking down barriers to learning, ensuring that children are able to access education which they have been unable to do in mainstream settings. This is due to their extreme SEMH needs. When the children come to Willows, they are usually unable to regulate their emotions leading to crisis point behaviours being regularly reached. The challenging behaviours displayed are the child's way of expressing their emotions in that moment. It is the purpose of the base to give the children the tools to express and regulate their emotions, in a more controlled way, with the aim of successfully returning to mainstream education

This achieved through a range of strategies including:

- Clear, consistent approach from adults in the base
- Constant role-modelling of behaviour
- Morning Feelings Song
- Emotional Literacy
- Daily Circle Time
- My Happy Mind
- Makaton
- Mindfulness & Yoga
- Boxall Profiles
- Team Teach approach
- Opportunities for building and maintaining relationships

- Team games and turn-taking
- Self-reflection & communication
- Social skills
- Nurturing activities
- Eating together
- Rights & responsibilities
- SALT
- Community Paediatricians
- CAMHS

This is, by no means, an exhaustive list. On occasion, mainstream is not the most suitable place for the child, and alternative long-term provision is sought to best meet the needs of the individual child.

As soon as the staff feel the child is ready and able to cope in mainstream class, they return for singular sessions / play-times and lunchtimes (for the social aspect) within Riverside. This is regularly reviewed with Willows staff, the mainstream staff and the child themselves. These returns to class will increase dependent on the child's continued ability to cope with the transition.

Termly reviews are held with both schools and parents/carers - as well as paediatricians if necessary - to discuss the child's progress and future steps. Due to many of the children being taxi-transported to school, communication with parents/carers is vital and this is done through regular phone calls / emails / meetings - and is a two-way process with The Willows having an "open-door" policy.

Willows Termly Plan 1

English: based on story books: 'All about me', 'It's okay to be different', 'Elmer the elephant' 'something else'

What makes us special?

Our Family, Our Pets, Hygiene

Genres of writing covered:

Lists, posters, instructions

"My Happy Mind" comic strips with characters

Amygdala, hippocampus, pre- frontal cortex

How can we help all three work together to ensure the correct response

History:

Our parents, grandparents, toys now and then,

Questionnaires for parents, grandparents to compare and contrasts what is different now to when they were little.

What we were like as babies, what can we do now that we couldn't do then.

R.E

What religion are we?

Different religions celebrated around the world.

Refugee week

Looking at the local churches in our area.

Maths

Create their own 3D person using different recycling materials

Making their own shape pictures

Length- comparing length and height of different children in the Willows

Make their own height chart

Measure using different non-standard measure

Weighing- different ways to measure weight

Number 1-10 number of the week

Birthdays- 1 more/less how old where you last year, how old will you be next year etc



PSE

Circle times based on books: "All about me", "It's Okay to be different", "Elmer"- What makes us special and unique? What do we like about ourselves, what could we change to make ourselves better?

"Something else"-Treating each other with respect, respecting peoples differences. LGBT

Feelings: 'inside out' looking at different emotions, how to identify them and deal with them appropriately. Look at each emotion separately

Happy-What makes you happy, other happy, each other happy

Sad-Sharing experiences of sadness, what helped, what didn't help, how to help each other

"Bad tempered ladybird"- Good, bad ways to get rid of our anger, How and where we feel anger in our body, identifying when and what makes us angry, controlling our anger.

Understanding all feeling are ok it is how we handle them that is important

Our achievements, goals for the future, how to get there

"Puppy Mind" Mindfulness, how to train our minds, discuss past, present future thoughts, meditation, relaxation, peer massage, yoga

Science

Hygiene: How to keep ourselves clean and healthy, exercise.

Germs

Role Play: Doctors/Dentist surgery

Materials: Waterproof, how to stay dry.

Life process, living things

PANTS- discussion

'Michael Recycle'-The importance of recycling

Looking after the world in which we live

Willows Termly Plan 2

English:

“Rainbow Fish” –discuss friends and qualities, write who your best friend and why
Design posters on how to protect our fish
Choose a sea creature and write some facts using ‘Guess Who’ method
“Sharing a Shell”- Why is it important to share?
Come up with their own story, think about who else may of wanted to share their shell and why?
“Tiddler”- importance of telling the truth-
Think of another tale that Tiddler could tell
Lists of rhyming words
Acrostic poem about their favourite sea creature

Rhyming words

PSE

Circle times based on books: “All about me”, “It’s Okay to be different”, “Elmer”- What makes us special and unique? What do we like about ourselves, what could we change to make ourselves better?
“Something else”-Treating each other with respect, respecting peoples differences. LGBT
Feelings: ‘inside out’ looking at different emotions, how to identify them and deal with them appropriately.
“Bad tempered ladybird”- Good, bad ways to get rid of our anger, How and where we feel anger in our body, identifying when and what makes us angry, controlling our anger.
Our achievements, goals for the future, how to get there
“Puppy Mind” Mindfulness, how to train our minds, discuss past, present future thoughts, meditation, relaxation, peer massage, yoga



Science

Floating and sinking investigation
Waterproof materials
Materials, sand, water, seaweed, collect a variety of different sea life objects and compare and contrast textures

History/Geography

Go on a trip to New Brighton Beach
Look at photographs pf New Brighton a long time ago and discuss difference and similarities.
Look at all the different oceans in the world and locate them on the map
Look at the different types of creatures that live in the oceans

Maths

Capacity
Addition and subtraction using fish
Number bonds to 10 using sea creatures
More/Less using sea creatures

Art/Design

Look at Liverpool Artist Sonia Gomes who created sculptures (3D object)using recycled materials, children create their own models.
Create their own under the water scene using shoe boxes and different materials. Make sea creatures using recycled material.
Create their own large under the water back drop for display using different ocean colour paints, colour mixing, use different methods, straws, bubbles, splat etc
Make their own rainbow fish using weaving.
Forest School art

Willows Termly Plan 3

English: “Jaspers Beanstalk”

Writing a diary of a plant
Instructions on how to grow a plant
Lists on fruit and vegetables that grow under the ground and on top of the ground.
Designing their own seeds packet
“Jack and the Beanstalk”
Writing a letter to the giant to say sorry for taking his things
Writing a different ending to the story
List of all the items Jack took

History:

Our parents, grandparents, toys now and then,
Questionnaires for parents, grandparents to compare and contrasts what is different now to when they were little.
What we were like as babies, what can we do now that we couldn't do then.
What was our area like in the past? How has it changed?

Maths

Measure: Height and length of plants as they grow, using different forms of measure. Capacity of water to feed the plants. More/less seeds/water/soil etc.
Measuring the size of the garden and the different planting areas using metre stick
Money: Jack playing for the cow, how much would the golden egg be worth, Jack went to market and bought.....
Number of the week

Art

Vincent Van Gogh's an artist look at his different painting and create sunflower/starry night
Sunflower- create their own sunflowers using different textures paint, adding sand, foam, glue etc, using different tools to create a desired effect
Create a scene in the Willows Garden
Observational drawings of plants and flowers



PSE

Circle times based on books: “All better bear”: How we hurt on the outside and the inside, different ways to show love
“The boy who loved all living things”- How to care for animals
“The smartest Giant in town”- Showing kindness to others, discuss how we can show kindness to others, act of kindness
“The lonely Tortoise”- Signs that others feel sad, lonely, how can we make it better, why people may feel lonely?

Science

Planting sunflowers, plants
Planting strawberries, radishes, potatoes etc
Preparing the garden for planting vegetables
Looking after our garden and the local environment, litter picking
Monitoring our vegetables
Picking the vegetables
Making vegetable soup and other foods from our harvest
‘Healthy Me ’Healthy eating
Making fruit salad