



## Relationship with the Existing Resourced Provision

The Inclusion Base complements the school's existing resourced provision but serves a different cohort of pupils. Whilst the resourced provision supports children who can access a mainstream curriculum with additional targeted support, the Inclusion Base is intended for children with more complex SEMH needs who require a higher level of specialist intervention, therapeutic support and environmental adaptation.

The two provisions will work collaboratively and may share facilities, expertise and selected enrichment opportunities whilst maintaining distinct purposes and specialist responses to need.



*Be The Best You Can Be!*

# The Inclusion Base

Specialist support for complex  
Social, Emotional and Mental Health needs



## Vision

Our Inclusion Base provides a specialist, therapeutic learning environment for children with complex Social, Emotional and Mental Health (SEMH) needs who require a level of support beyond that available within mainstream education. Through highly relational practice, therapeutic intervention, specialist teaching and a structured environment, we enable children to develop emotional safety, self-regulation, resilience and a positive sense of self.

We work to remove barriers to learning, strengthen relationships and help every child achieve meaningful academic, social and personal success.

While the Inclusion Base operates as a distinct specialist provision, children benefit from opportunities to access the wider school community, facilities and experiences where these are appropriate to their individual needs and developmental journey.



**Pennington**  
C of E Primary School

*Be The Best You Can Be!*

*Every child.  
Every day.  
Every opportunity.*





# PUPIL PROFILE



## THE INCLUSION BASE IS DESIGNED FOR CHILDREN WHO:

- Have SEMH as their primary area of need.
- Present with significant emotional dysregulation.
- Have experienced trauma, attachment disruption, neglect or adverse childhood experiences.
- Require intensive therapeutic and relational support.
- May display behaviours that challenge, aggression, risk-taking, persistent dysregulation or significant difficulties in relationships.
- Are at risk of exclusion, placement breakdown or prolonged disengagement from education.
- Need a highly structured, predictable and nurturing environment.
- Often have co-occurring ASC and/or ADHD alongside significant SEMH needs.



## THE INCLUSION BASE IS LESS LIKELY TO MEET THE NEEDS OF CHILDREN WHOSE PRIMARY NEED IS:

- Cognition and learning difficulties.
- Moderate or severe learning difficulties without significant SEMH needs.
- Global developmental delay.
- A predominantly passive, withdrawn or learning-based SEND profile.
- Autism where social communication differences are the primary barrier but significant SEMH needs are not present.

*Every child belongs, every child matters, every child can achieve.*



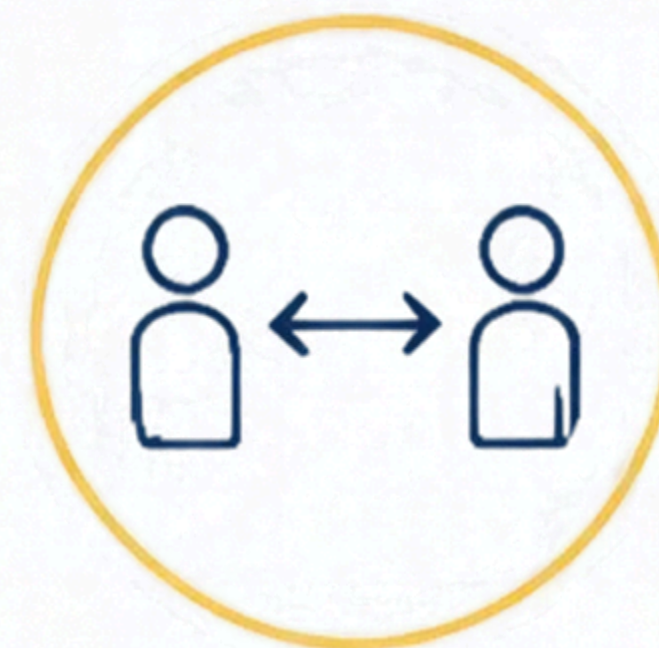
# RESOURCE PROVISION AND INCLUSION BASE



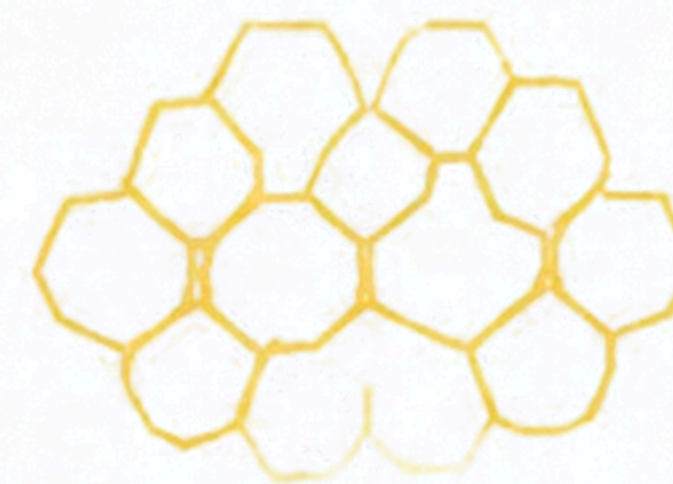
## Resource Provision

Children with SEMH, trauma, attachment, ASC and ADHD profiles who:

- Can cope with greater access to mainstream.
- Can manage larger groups and less structured environments.
- Need specialist support but can access inclusion opportunities safely and successfully.
- Require regular intervention and adapted provision rather than intensive therapeutic support throughout the day.



## CONNECTED BY COLLABORATION

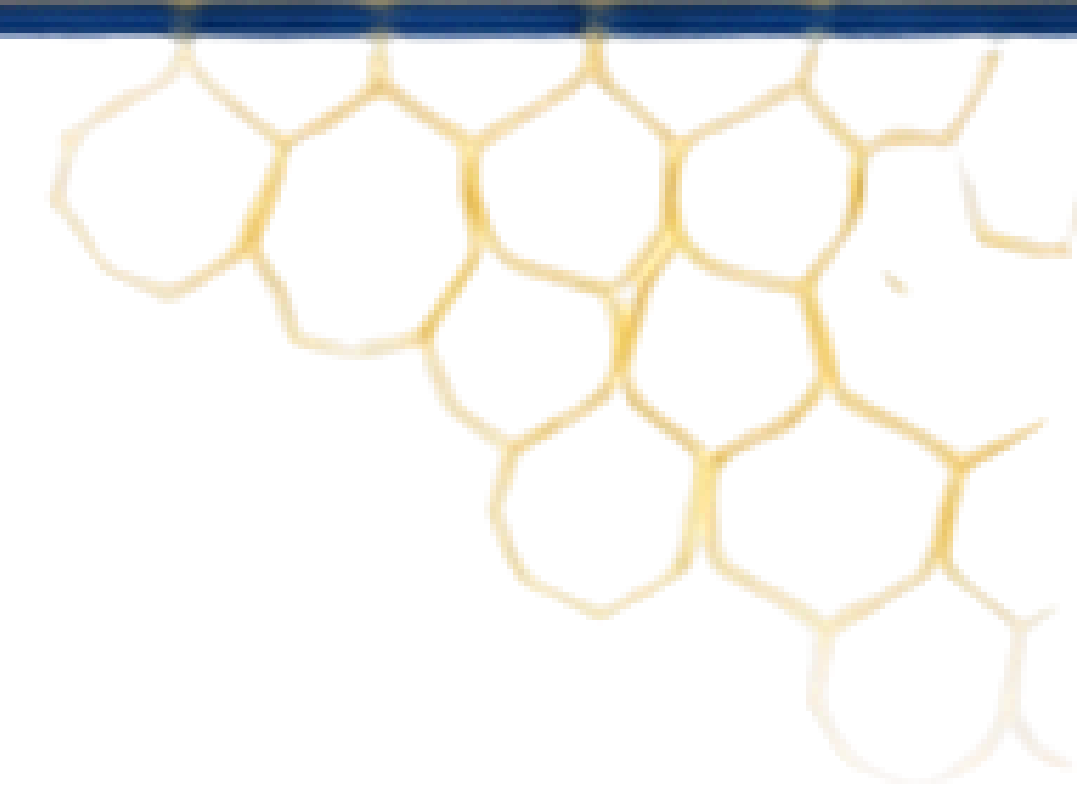


## Inclusion Base

Children with SEMH, trauma, attachment, ASC and ADHD profiles who:

- Present with higher levels of dysregulation.
- Require smaller groups and significantly increased adult support.
- Need a more structured, predictable and protected environment.
- Are unable to access mainstream consistently without a high risk of distress, dysregulation or placement breakdown.
- Require intensive therapeutic and relational support throughout the school day.

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# ADMISSIONS CRITERIA



## RESOURCE PROVISION ADMISSIONS CRITERIA

### Pupils suitable for placement

Pupils who:

- ✓ Have an EHCP identifying SEMH, ASC, ADHD or related needs.
- ✓ Require specialist provision beyond that ordinarily available in mainstream schools.
- ✓ Benefit from smaller groups, specialist teaching and tailored interventions.
- ✓ Can access mainstream lessons, activities and social times for significant parts of the week with appropriate support.
- ✓ Can maintain their own and others' safety in a predominantly mainstream environment.
- ✓ Benefit from opportunities to learn alongside their mainstream peers.

### Typical presentation

Pupils may:

- Have experienced trauma or adverse childhood experiences.
- Present with emotional regulation difficulties.
- Have attachment needs.
- Have ASC and/or ADHD.
- Experience anxiety and social difficulties.



## INCLUSION BASE ADMISSIONS CRITERIA

### Pupils suitable for placement

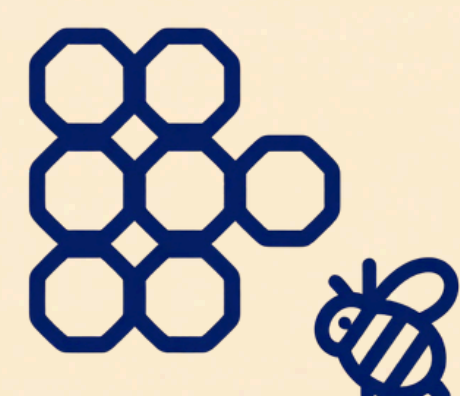
Pupils who:

- ✓ I have an EHCP identifying SEMH as their primary area of need, often alongside ASC and/or ADHD.
- ✓ Require a highly structured, therapeutic and low-arousal environment throughout most of the school day.
- ✓ Experience significant emotional dysregulation that impacts on their ability to access mainstream learning environments.
- ✓ Require intensive adult support to regulate emotions, engage with learning and maintain safe relationships.
- ✓ Would be at risk of exclusion, placement breakdown or unsuccessful inclusion within less specialist settings.
- ✓ Require access to highly trained staff using therapeutic, trauma-informed and attachment-aware approaches.

### Typical presentation

Pupils may:

- Have experienced significant trauma, neglect or adverse childhood experiences.
- Show persistent difficulties with emotional regulation.
- Present with distressed behaviours that impact their ability to access learning.
- Struggle with large groups, busy environments and structured situations.
- Require some adaptation of the school environment to achieve success.



Both provisions support children with SEMH needs, often linked to trauma, attachment difficulties, ASC and ADHD. The key difference is the level of specialist intervention required. The Resource Provision supports pupils who can successfully access mainstream education for some of the week, whereas the Inclusion Base supports pupils whose needs require a more intensive, structured and therapeutic environment for the majority of their school experience.