



Beech Green Primary School

'Respect Achieve Belong'

SEN Base Provision Policy 2025 - 2026

Status and review cycle: Annual
Responsible group: Full Governing Body, Local Authority
Review date: April 2027

1. Purpose and Ethos

The school provides SEN base provision for pupils whose learning, communication, sensory, or emotional regulation needs require a highly structured, low-stimulus, and well-supervised environment.

The purpose of these bases is to:

- Support pupils to regulate, engage and access learning
- Maintain safety for pupils who may be at risk of harm without close supervision
- Prevent unnecessary distress, escalation or crisis
- Ensure the learning of other pupils is not unduly disrupted
- Provide bespoke teaching, therapeutic input and personalised routines

This provision is **educational and supportive**, not punitive.

Description of Provision

A. 1:1 SEN Base

The 1:1 SEN Base is a dedicated, personalised learning environment designed for pupils who require:

- Continuous 1:1 adult support
- A low-arousal setting
- Highly adapted teaching materials
- Proactive regulation strategies
- A predictable routine
- Access to a **secure outdoor space** for sensory and physical regulation

Use of Space

- The base is part of the child's **planned educational provision**, identified through SEN assessment and recorded in the pupil's profile / support plan.
- The pupil is **never left alone**; a trained adult is present at all times.
- The secure outdoor area is used proactively for regulation, sensory needs, movement breaks, or structured learning.
- Doors may be access-controlled for safety (e.g. absconding risk, road proximity), but pupils are not prevented from leaving *as a behavioural sanction*.
- The environment is nurturing, non-threatening and adapted to minimise triggers.

Avoiding Seclusion

This provision **is not seclusion** because the pupil is:

- Supported by an adult at all times
- In a planned learning environment
- Not confined alone
- Not prevented from leaving as a consequence for behaviour

If, during a moment of high dysregulation, the pupil **attempts to leave and is prevented from doing so for safety reasons**, this will be recorded and reported in line with the school's statutory duties for restrictive interventions.

B. Small-Group SEN Base (4 pupils : 3 adults)

This provision supports pupils who need:

- An alternative, lower-demand learning space
- Close supervision and high staffing ratios
- A quieter sensory environment
- Opportunities for small-group social development
- Reduced risk of disrupting peers in mainstream classes

Use of Space

- The base operates as part of the school's SEND provision.
- Pupils access the space regularly or through planned routines.
- Adults lead structured sessions, therapeutic activities, and tailored interventions.
- Movement between the base and the wider school is facilitated as appropriate to the pupil's needs.
- Doors may be managed for pupil safety, but **children are not enclosed alone or isolated as punishment.**

Avoiding Seclusion

This space **does not constitute seclusion** because pupils:

- Are supervised, supported, and engaged with adults
- Are in an educational environment, not confined
- Access the wider school as appropriate
- Are not prevented from leaving *as a disciplinary measure*

Any moment where a pupil is physically prevented from leaving during dysregulation is recorded and reported as required under statutory guidance.

2. Staffing and Training

- Staff working in the bases are trained in:
 - Positive behaviour support
 - Trauma-informed practice
 - De-escalation

- Communication strategies
- Understanding sensory needs
- Lawful, safe restrictive intervention (where necessary)
- Staff follow the principles in the DfE's **Restrictive Interventions (2026)** guidance.

3. Recording and Reporting

In line with statutory duties:

- All **significant uses of force**, and all **restraint or seclusion incidents**, are recorded the same day.
- Parents are informed in writing as soon as practicable.
- Behaviour Support Plans are reviewed following any significant incident.

4. Safeguarding and Welfare

- Pupils' dignity, wellbeing, and emotional welfare are prioritised.
- Staff monitor for signs of distress and adapt support promptly.
- Positive relationships, predictable routines and communication supports are used to reduce the use of restrictive interventions.
- Outdoor spaces are used proactively to promote calmness, regulation and wellbeing.

5. Integration and Inclusion

Pupils accessing specialist bases are included in wider school life where appropriate, through:

- Supported transitions to lessons
- Participation in wider learning
- Playtime and social opportunities in line with their needs
- Gradual integration plans when possible