



Melksham House

Local SEND Provision Offer

School Designation / Primary Needs	Social, Emotional and Mental Health Needs
PAN and Number on Roll	Pan: 67/ Number on roll: 54
Age Range Accommodated:	4-16yrs

Welcome to Melksham House School:

Melksham House School is an independent specialist educational provision for children and young people aged **4–16** with **complex social, emotional, mental health needs** that have made it difficult for them to successfully engage in or attend mainstream school. As part of **Brunel Education**, the school provides a safe, nurturing and highly structured environment where pupils can rebuild trust, feel secure and re-engage positively with learning.

Guided by the core values of **Safety, Trust and Learning**, Melksham House prioritises the wellbeing of every child. The school's approach ensures that safety—physical, emotional and relational—is at the centre of all decision-making. Staff work closely with families and professionals to understand each learner's needs, remove barriers to engagement, and create personalised pathways that support academic progress, emotional development and social confidence.

1. Environment & Accessibility

- **Sensory Environments:** At Melksham House, we recognise that sensory needs can have a significant impact on a pupil's ability to feel safe, regulate and engage in learning. We provide a range of sensory opportunities and resources throughout the school, including a dedicated sensory igloo and sensory circuits, alongside access to sensory equipment and activities tailored to individual needs. Our approach is informed by an Occupational Therapist (OT) who we commission to work alongside the school, providing advice and guidance to help staff understand and respond to pupils' individual sensory profiles. Sensory strategies are incorporated into pupils' support plans and daily routines where appropriate, helping pupils to regulate, develop independence and access learning in a way that works for them.
- **Therapeutic Facilities:** At Melksham House, we recognise the importance of therapeutic support in helping pupils feel safe, develop trusting relationships and become ready to learn. Our dedicated therapy team works closely with teaching staff, families and external professionals to ensure that therapeutic approaches are embedded throughout the school day. We provide dedicated spaces for therapeutic interventions, alongside opportunities for



pupils to access individual and small-group support tailored to their needs. Our relational and trauma-informed approach ensures that therapeutic strategies are integrated into pupils' everyday experiences, supporting emotional regulation, wellbeing and the development of positive relationships.

- **Physical Accessibility Installations:** Melksham House is committed to ensuring that our physical environment is accessible to all pupils. The school has a full Accessibility Plan which identifies adaptations and improvements to support pupils with physical and sensory needs. Our building includes lifts to provide access between floors and high-visibility edging on steps to support safe navigation around the school. We also consider individual accessibility needs and make reasonable adjustments where required, including adaptations to learning spaces, furniture, equipment and access arrangements. The school regularly reviews its environment to identify and reduce physical barriers, enabling pupils to access learning, facilities and wider school life as independently and safely as possible.
- **Outdoor Sensory Facilities:** At Melksham House, we recognise the importance of access to outdoor spaces and sensory experiences in supporting pupils' regulation, wellbeing and readiness to learn. Pupils have access to our outdoor spaces, which are supported by a range of resources, including scooters, bikes and other equipment that provide opportunities for movement and sensory input. We also make regular use of the community campus facilities, providing pupils with additional opportunities for physical activity, movement and access to different outdoor environments. These opportunities are used flexibly to meet individual sensory needs and can form part of pupils' personalised strategies to support regulation, engagement and participation in school life.

• 2. Core Expertise and Approaches

Specialist Certifications Matrix

- **De-escalation Approach:** At Melksham House, we use a relational and trauma-informed approach to support pupils to regulate their emotions and manage situations where they may become distressed or dysregulated. Staff are trained in Team Teach approaches, which prioritise positive relationships, prevention, de-escalation and the use of the least restrictive response necessary. Staff use a range of proactive strategies, including recognising individual triggers, providing appropriate space and time, using calm communication and offering regulation and enablement strategies. Physical intervention is only considered where necessary, proportionate and in accordance with school policy and relevant guidance. Our approach aims to maintain pupils' dignity, safety and sense of trust while supporting them to return to a regulated state.



- **Communication Informed Approach:** many learners who attend Melksham House school need additional support with communication. Our environment is supportive of communication through visuals, written and spoken communication.
 - **ATRCM Approach:** All learners who attend Melksham House have an identified SEMH need and so all staff are trained in the Applied Trauma Response Classroom Model (ATRCM)
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3. Health, Therapy & Clinical Services:

- **Speech and Language Therapy (SLT):** Our Speech and Language Therapy time is provided by So to Speak. We have dedicated spaces on site for our therapy team and welcome therapists throughout the year who are visiting to update outcomes, review progress or meet new learners. Our Speech and Language colleagues support us by providing visuals and tools which can be used to support individual learners.
- **Occupational Therapy (OT) & Sensory Integration:** Our Occupational Therapy time is provided by Isobel Ball, who is commissioned privately by Melksham House. We have dedicated OT/Physiotherapy spaces on site and welcome therapists throughout the year who are visiting to update outcomes, review progress or meet new learners. Our OT colleagues supporting our learners develop functional skills.
- **Medical & Nursing Presence:** Our nursing provision is provided by (HCRG). Our school nurse works with individual learners to support with specific EHCP outcomes or provide highly specialised care for learners with complex medical conditions.
- **Family support worker –** All families who attend Melksham House school are able to access support from our Family Support Worker provides a key link between school, pupils and families, helping to ensure that families feel listened to, supported and included in their child's education. They work alongside families to identify and address barriers that may affect a pupil's wellbeing, attendance, engagement or progress, and can provide practical advice, signposting and support to access appropriate services within the community. Our Family Support Worker works closely with the wider school team and external professionals where appropriate, helping to ensure that support is coordinated around the individual needs of each pupil and their family.

4. Curriculum Learning Pathways

Melksham House Curriculum

- Melksham House provides two distinct curriculum offers designed to meet the different needs of our pupils across Primary and Secondary provision.
- Our Primary provision supports children aged 4–11 who have experienced barriers to attending or thriving in mainstream education due to SEMH needs, medical needs, anxiety or other complex circumstances. The curriculum provides a safe, nurturing and structured environment where pupils can develop secure relationships, rebuild confidence and re-engage with learning at an appropriate pace, while continuing to develop their academic, social and emotional skills.
- Our Secondary provision is specifically designed for pupils with Emotionally Based School Avoidance (EBSA) who have experienced significant barriers to accessing education. The curriculum is personalised and flexible, with a strong focus on building trust, reducing anxiety and developing positive relationships with learning and education. Pupils are supported to work towards appropriate academic and future pathway outcomes, which may include GCSEs, Functional Skills or other personalised qualifications, alongside developing the skills, confidence and independence needed for their next steps.
- Across both provisions, our curriculum is underpinned by our commitment to Safety, Trust and Learning, ensuring that pupils are supported to make meaningful academic, personal and relational progress.

The curriculum is built around the school's core values:

- **Safety** — ensuring pupils feel physically, emotionally and socially secure so they can access learning without fear or anxiety.
- **Trust** — developing reliable, consistent relationships that help learners reconnect with education and believe in their own ability to succeed.
- **Learning** — providing personalised, ambitious and relevant learning experiences that support academic progress, emotional development and future pathways.

Melksham House wants learners to:

- Re-engage with education through personalised, flexible and trauma-informed approaches
- Develop emotional regulation, resilience and confidence
- Build positive relationships with staff, peers and the wider community
- Make academic progress matched to their needs, interests and prior learning
- Develop life skills that support independence and future success
- Prepare for next steps, including reintegration to mainstream, specialist or post-16 provision

The curriculum is:

- **Personalised** — tailored to each learner's needs, strengths and barriers
- **Therapeutic** — supported by routines, relational practice and wellbeing-focused strategies
- **Flexible** — enabling learners to access education in ways that work for them
- **Ambitious** — ensuring all pupils have opportunities to achieve and experience success
- **Holistic** — combining academic learning with emotional, social and behavioural development



- **Communication Informed Approach:** this approach uses all appropriate methods to support our learners to understand and share messages. It recognises and accepts spoken, visual and written communication as well as gestures and body language.
- **Non-Standard Progress Tracking:** We track our learners' progress in engagement, independence, fluency and consider their wellbeing in all our learning opportunities.
- **Applied Trauma Responsive Classroom Model (ATRCM),** recognising that many learners have experienced trauma or adverse childhood experiences. Safety, physical, emotional and interpersonal, is the foundation of their approach, ensuring learners can regulate, relate and reason within a trusted, supportive environment.

5. Admission and Transition Systems

- Admissions to Melksham House are managed through the Local Authority's statutory consultation process, in accordance with the SEND Code of Practice. Places are commissioned by the Local Authority following consideration of the child or young person's Education, Health and Care Plan (EHCP) and their individual needs. As part of the consultation process, the school considers whether it can appropriately meet the pupil's needs and provide the support and provision outlined in their EHCP. Families are involved throughout the process and are encouraged to visit the school and discuss their child's needs and how these can best be supported. Once a placement is agreed, the school works closely with the family, Local Authority and relevant professionals to support a positive and carefully planned transition into Melksham House.
- Transition: We provide personalised transition support based on each pupil's individual needs, strengths and experiences. This may include access to an online Padlet, visits to school, opportunities to meet key staff, photographs and visual information, phased or gradual starts, additional opportunities to familiarise pupils with the environment and close communication with families and professionals. We work closely with the pupil's previous setting to gather relevant information and ensure that appropriate support and strategies are in place from the outset.
- When pupils transition out of Melksham House, we work collaboratively with pupils, families, receiving settings and relevant professionals to ensure that information is shared effectively and that the transition is planned around the individual. This may include additional visits, transition meetings, sharing of support plans and strategies, and opportunities for the receiving setting to build relationships with the pupil before they leave. Our aim is to ensure that transitions are carefully planned, predictable and supportive, enabling pupils to move successfully to their next stage of education, training or future pathway.

Melksham House Tiered Levels of Support

Communication and Interaction

Definition: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Tier 1 Quality First Teaching	Tier 2	Tier 3	Tier 4
• Consistent relational approach • Visual Timetables • Clear and specific Learning Objectives • Regular progress updates to parents • Communication at least weekly to parents • Pace and pitch altered to support learning needs • Clear expectations • Calm learning environment • Prompt cards for group roles and conversation skills • Regular relational support, including adults or peers • Processing time • Teacher, LSA and peer support • Training for all staff to understand Needs of children • Structured social times (e.g. playtime) • Clear verbal communication (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in base • Personalised behaviour Support • Small group tasks with differentiated support • Individual workstations • individual visual timetable • Consideration of access arrangements	• Individualised programme, including interventions supported by professionals in school (E.g. communication friendly approaches) • Timetable flexibility and personalisation • Increased parental involvement – TAF/TAC • Total Communication Approach	• Specialist Team involvement (EP service, SALT,) • Alternative learning environment (e.g. online offer through Padlet) • Daily communication with parents	• Multi agency support from outside professionals (E.g. CAMHS, outside SALT support) • Emergency Annual Review to review support and provision going forward (if appropriate)

Physical and sensory

Definition: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

Tier 1 – Quality First Teaching	Tier 2	Tier 3	Tier 4
• Consistent relational approach • Visual Timetables • Clear and specific Learning Objectives • Regular progress updates to parents • Communication at least weekly to parents • Pace and pitch altered to support learning needs • Clear expectations • Calm learning environment • Reduce background noise to improve acoustic environment • Regular relational support, including adults or peers • Teacher, LSA and peer support • Training for all staff to understand Needs of children • Structured social times (e.g. playtime) • Preparation for change of activity or lesson • Visual prompting and cues –timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in base • Personalised behaviour Support • Small group tasks with differentiated support • Individual work stations • individual visual timetable • Systems in place to support individuals with mobility needs for fire alarms • Modified resources (e.g. large print) • Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board • Uncluttered and well organised learning environment with good lighting • Development of visual learning environments • ICT training to increase independent access • Consideration of access arrangements	• Individualised programme, including interventions supported by professionals in school (E.g. communication friendly approaches) • Timetable flexibility and personalisation • Increased parental involvement – TAF/TAC • Referral to specialist and occupational therapist when needed • When needed, subject specific advice from Teacher of the Deaf or QTVI • Individual medical plans	• Specialist Team involvement (EP service, SALT, OT programmes) • Alternative learning environment (e.g. online offer through Padlet) • Daily communication with parents • Staff Training and intervention from specialists	• Multi agency support from outside professionals (E.g. CAMHS, outside SALT support) • Emergency Annual Review to review support and provision going forward (if appropriate)

Social, Emotional and Mental Health

Definition: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link

Tier 1 – Quality First Teaching	Tier 2	Tier 3	Tier 4
• Consistent relational approach • Visual Timetables • Clear and specific Learning Objectives • Regular progress updates to parents & weekly communication • Pace and pitch altered to support learning needs • Clear expectations • Calm learning environment • Reduce background noise to improve acoustic environment • Regular relational support, including adults or peers • Teacher, LSA and peer support • Training for all staff to understand Needs– all staff mental health first aid trained • Structured social times (e.g. playtime) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in base • Personalised behaviour Support • Small group tasks with differentiated support • Individual work stations • Uncluttered, well organised environment with good lighting – Biophilic approach • Rights Respecting Schools Approach • PSHE Curriculum focused on Statutory Curriculum • Clear whole school behaviour policy, differentiated according to need and context (reasonable adjustments) • Restorative Practice • Development of visual learning environments • Consideration of access arrangements	• Individualised programme, including interventions supported by professionals in school (e.g. THRIVE, ELSA) • Timetable flexibility and personalisation • Increased parental involvement – TAF/TAC • Referral to specialists when needed • Personalised behaviour plans	• Specialist Team involvement (EP service, SALT, OT programmes, counselling) • Alternative learning environment (e.g. online offer through Padlet) • Daily communication with parents • Staff Training and intervention from specialists	• Multi agency support from outside professionals (E.g. CAMHS, outside SALT support) • Individual risk assessments • Highly bespoke learning online learning offer • Emergency Annual Review to review support and provision going forward (if appropriate)

Cognition and Learning

Definition: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Tier 1 – Quality First Teaching	Tier 2	Tier 3	Tier 4
• Consistent relational approach • Visual Timetables • Clear and specific Learning Objectives • Regular progress updates to parents, communication at least weekly to parents • Pace and pitch altered to support learning needs • Clear expectations • Calm learning environment • Reduce background noise to improve acoustic environment • Pre-teach vocabulary and key concepts • Processing time • Regular relational support, including adults or peers • Teacher, LSA and peer support • Training for all staff to understand Needs – all staff mental health first aid trained • Structured social times (e.g. playtime) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in base • Personalised behaviour Support • Small group tasks with differentiated support • Individual work stations • Uncluttered, well organised environment with good lighting – Biophillic approach • Rights Respecting Schools Approach • PSHE Curriculum focused on Statutory Curriculum • Clear whole school behaviour policy, which is differentiated according to need and context (reasonable adjustments) • Restorative Practice • Development of visual learning environments • Consideration of access arrangements	• Individualised programme, including interventions supported by professionals in school (e.g. Targeted/structured literacy and numeracy programmes, Computer intervention programmes) • Specific supports (e.g. coloured overlays) • Timetable flexibility and personalisation • Increased parental involvement – TAF/TAC • Referral to specialists when needed	• Specialist Team involvement (EP service, SALT, OT programmes) • Alternative learning environment (e.g. online offer through Padlet) • Daily communication with parents • Staff Training and intervention from specialists	• Multi agency support from outside professionals (E.g. CAMHS, outside SALT support) • Highly bespoke learning online learning offer • Emergency Annual Review to review support and provision going forward (if appropriate)