



FLOURISH

ENHANCED PROVISION UNIT

A Guide for Schools

Developed with **Lowe's Wong Junior School** and
delivered in partnership with **Minster Trust for Education**





WELCOME TO FLOURISH



At Flourish, we provide a safe and supportive start for children who need a little extra help to feel settled and ready to learn. Our Enhanced Provision Unit is a calm, nurturing space where children can build relationships, develop confidence, and grow at their own pace.

We understand that children find it hard to learn when they are feeling overwhelmed or unsettled. That's why we focus first on helping children feel safe, understood, and ready to take part in the day.

Our approach is centred on strong relationships, clear routines, and supporting children to manage their emotions and feel confident in themselves. We support children with social, emotional and mental health (SEMH) needs, helping them develop the skills they need to learn successfully. Our aim is to help every child feel ready to return to full-time education in their home school when the time is right.

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A MESSAGE FROM OUR FLOURISH TEAM

In the Flourish EPU, our mission is to create more than just a classroom – we provide a sanctuary.

We are delighted to welcome you and your child to Flourish.

Our team is committed to building strong, trusting relationships with every child and family. We take the time to get to know each child as an individual, supporting them to feel confident, understood and ready to take

positive steps in their learning.

We believe in working closely with parents and carers, as we know that the best outcomes happen when we work together. We look forward to supporting your child on their journey and celebrating their progress along the way.

MEET THE TEAM



Ms Jess (Teaching Assistant) – Ms Claire (Specialist Teacher) – Ms Rebekah (Teaching Assistant)



Every Child's Journey...

PERSONALISED PATHWAYS

At Flourish, we believe every child is unique, and everyone's path to success looks different. We take time to understand each child and create learning experiences that match their needs — including how they feel, learn, and grow.

We use something called the 5 R's to support your child each day:

■ Regulate

Helping your child feel calm and settled.

■ Reason

Supporting thinking and learning when your child is ready.

■ Reflect

Helping your child understand and learn from their experiences.

■ Relate

Building trusting, positive relationships.

■ Restore

Giving time to rest and reset.

These steps guide your child through the day — from feeling safe and settled, to building friendships, learning new things, and taking time to relax and think about their progress.

By following these ideas, we create a safe, caring, and predictable environment where children can feel confident, try new things, and truly flourish.

THE FLOURISH WAY

UNDERSTANDING BEHAVIOUR AS COMMUNICATION

We recognise that challenging behaviour often stems from unmet needs, past experiences, or sensory overwhelm. Every response is an opportunity to connect and support.



CELEBRATING DIVERSE MINDS

We honour different ways of thinking, learning, and experiencing the world. Neurodiversity is a strength, and our environment is designed to support all neurotypes.



CONNECTION BEFORE CORRECTION

We believe that children learn best when they feel safe and connected. Trust is the foundation of all growth, and we prioritise building authentic relationships with every child.



OUR LEARNING SPACES

Creating environments where children can flourish



Regulate

Creating calm through sensory support. When children arrive dysregulated, we provide the tools and space they need to find their equilibrium. Weighted blankets, fidget tools, and quiet corners help restore a sense of safety.

Relate

Building trust through connection. Before any learning can happen, children need to feel seen and understood. Our staff prioritise relationship-building, offering consistent, warm presence that says "you belong here."

Restore & Reflect

Allowing time to reset and making meaning together. Learning is tiring, especially for neurodiverse minds. We build in regular restoration periods and end each session with gentle reflection, helping children process their experiences.

Reason

Engaging minds when ready. Only when a child feels safe and connected can cognitive learning begin. We meet children where they are, offering appropriately challenging tasks that build confidence and curiosity.

THE LEARNING ZONES

Dedicated Spaces

Our Enhanced Provision Unit offers a trauma-informed, neuro-affirming environment where children can regulate, relate, and grow at their own pace.



The Lab

A collaborative space for shared enquiry and sensory-rich exploration. This is where we build connections through play, STEM, art and music.



The Studio

A focused environment for cognitive tasks. Low-distraction environment for curriculum learning moments.



The Den

A low-stimulation sanctuary where children can reset and find calm in a peaceful, sensory-reduced environment.



Meeting Room

A quiet, calm space to meet.

OUR DAY

Key Stage 1 Daily Routine

Time	Session	Information
09:50	Arrival	Regulation Check-In
10:10	Welcome Connect	Visible thinking routines
10:30	Learning Choices	Personal targets – academic, social & emotional
11:20	Snack & Social Skills	Family-style setting
11:40	Transition for Home	Reflection
11:50	Home	

Note:

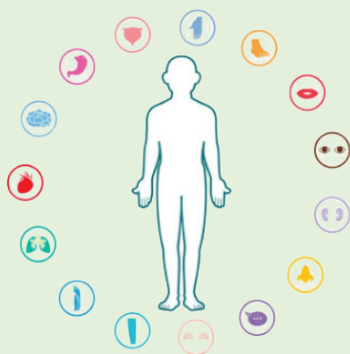
- Key Stage 2 follows a similar routine starting at 13:00.
- All learning planned is based on personal pathways.
- Times may flex based on individual needs and the natural flow of each child’s day.



THE FLOURISH CURRICULUM

Continuous Provision & Personalised Learning

We utilise a continuous provision model that allows for student-centered, autonomous learning. This approach enables staff to observe and interact with children in a flow state, facilitating teachable moments in social interaction and emotional regulation as they occur naturally.



The Interoception Curriculum

At Flourish, we recognise that academic engagement is impossible if a child is in a state of internal physiological distress. While we are all familiar with the five external senses, our curriculum prioritizes the eighth sense: Interoception.

Interoception is the ability to sense the internal state of the body (e.g., heart rate, muscle tension, or “butterflies”). For many SEMH learners, these signals are muted or distorted, leading to sudden emotional outbursts. We use a systematic, three-stage approach to bridge this gap:

- **Body Signal Recognition:** Identifying physical sensations
- **Emotion Mapping:** Linking those signals to feelings
- **Action Tuning:** Applying a regulation strategy before reaching a crisis point

The Zones of Regulation®

Interoception provides the “physical evidence” children need to accurately place themselves within the Zones of Regulation:

Blue Zone: Low energy (sad, tired, bored).

Green Zone: Optimal learning state (calm, happy, focused).

Yellow Zone: Heightened alertness (stressed, frustrated, anxious).

Red Zone: High alert (overwhelmed or out of control).

Assessment & Progress

Progress is precisely tracked using B Squared and specialised SEMH strands, ensuring that every small step in emotional literacy and academic confidence is recorded and celebrated.

We use Reading Eggs and Doodle Maths and English working through an intuitive curriculum tailored to each child’s specific level.

OPERATIONS & ACCOUNTABILITY

Sessions & Capacity

Flourish operates on a part-time basis with a maximum capacity of 8 pupils per session to ensure high-intensity support.

Morning Session: 9:50 am – 11:50 am
Afternoon Session: 1:00 pm – 3:00 pm

Note: Children remain on the roll of their Accountable Home School, which retains overall responsibility for their education and safeguarding.

Reintegration & Exit Protocol

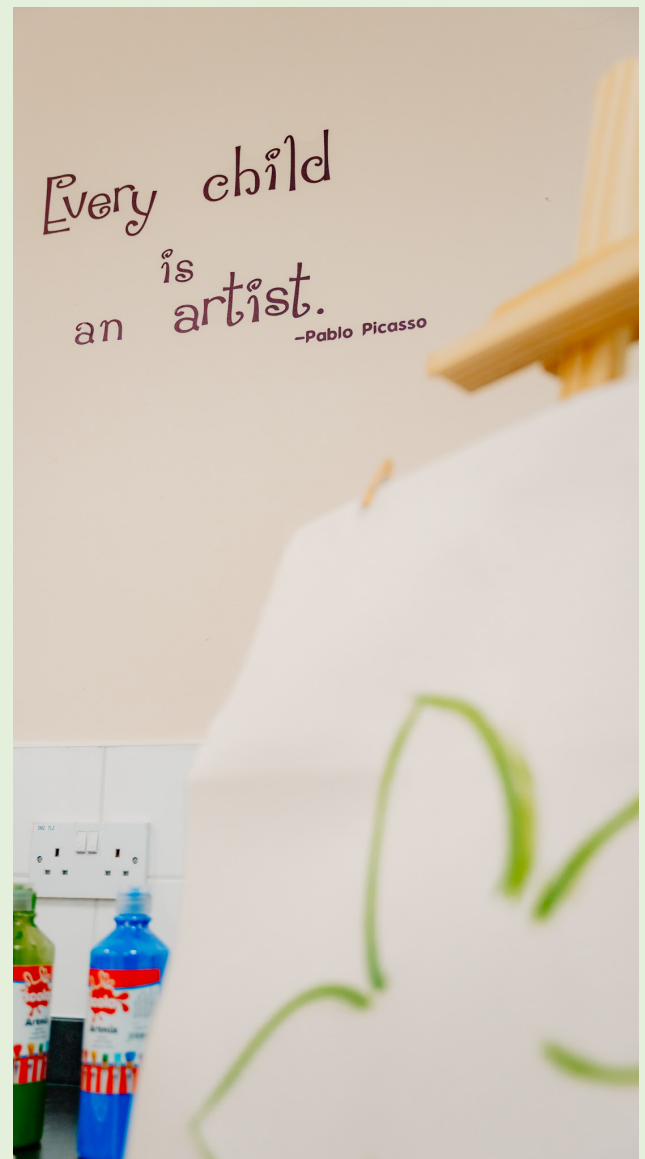
Flourish is a short-term intervention, not a permanent destination. Reintegration is planned from day one:

Fixed-Term Placements: Placements are reviewed half-termly via the EPU panel to ensure the intervention remains effective.

Collaborative Re-entry: Transitions are a shared responsibility between Flourish, the home school, and parents.

Strategies for Success: Upon exit, the home school receives a comprehensive 'Strategy Pack' detailing the specific interoceptive cues and regulation tools that proved successful for the child, ensuring a positive and sustainable transition back to mainstream education.

Untenable Placements: Should a placement become untenable, the panel and home school will convene to establish the next steps in the child's educational journey.



CONTACT US



CONNECT WITH US

CONTACT

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