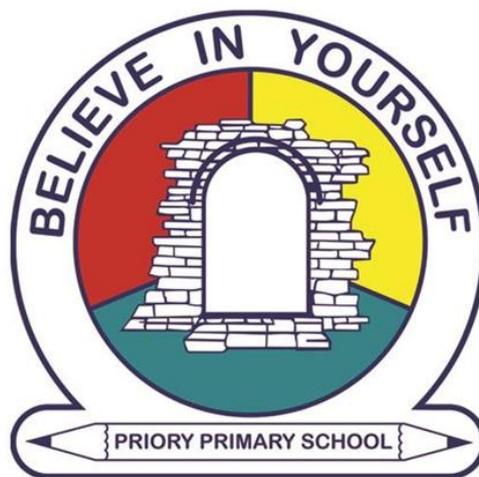




HALES VALLEY TRUST

Nurture Provision Policy

Priory Primary School



November 2019

INTRODUCTION

This policy relates to the following Key People:

- Jill Craig- Headteacher
- Karen Carver – Assistant Headteacher (Inclusion and Vulnerable Groups)

This policy is to be read in conjunction with:

- Behaviour Policy
- Equality Policy
- Special Educational Needs and Disability Policy

INTENT

The Hub is a small, structured teaching group for pupils showing signs of social, emotional or mental health difficulties, based on the principles of Nurture. Pupils attend all day, 5 days a week which is staffed by two adults, a teacher and a teaching assistant. We aim to provide up to eight pupils a predictable environment in which they can build trusting relationships with adults and gain the skills they need in order to learn in larger classes.

The group aims to provide a supportive context for pupils to experience and learn appropriate behaviours, while following a core curriculum of Phonics, Maths, Physical Education and personal and social development. There is an emphasis on a systematic assessment of the pupils' personal and social development, as well as their academic progress. All pupils receive a broad and balanced curriculum to help with reintegration at a later date.

PRINCIPLES OF NURTURE:

Six important principles underpin the organisation and ethos of a Nurture group:

- 1. Children's learning is understood developmentally** – The foundations of learning begins at birth and develop via a close relationship with an adult. Independence develops through dependence. Social empathy, as well as learning, develops from being thought about, valued and encouraged. Staff in the Nurture group respond to each pupil at whatever emotional or social age s/he appears to be, with the appropriate degree of control and nurture. The quality of this response enables the pupil to move on. Children's developmental progress is assessed through the Boxall Profile Handbook.
- 2. The Nurture room offers a safe base** – There is a structure to the day which is predictable and adults are reliable, firm and set boundaries. Pupils see adults working together and supporting each other. This provides security and reassurance. The Nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of pupil relationships with each other and with the staff.
- 3. The importance of nurture for the development of wellbeing** - Nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities, such as, play, having meals, reading, learning or talking about events and feelings. Pupils respond to being valued and being thought of as individuals. This

involves calling the pupil by their name, noticing and praising every small achievement; nothing is hurried in Nurture groups.

4. **Language is understood as a vital means of communication** – Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group pupils often ‘act out’ their feelings as they lack the vocabulary to ‘name’ how they feel. In Nurture groups, the informal opportunities for talking and sharing (welcoming the children into the group or having breakfast together) are as important as the more formal lessons, teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.
5. **All behaviour is communication** – Understanding what a pupil is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the pupil can sense their feelings are understood, this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the pupil. This principle underlines the adult response to the pupil’s often challenging or difficult behaviour. ‘Given what I know about this pupil and their development, what is this pupil trying to tell me?’
6. **Transitions are significant in the lives of children** – The Nurture group helps the pupil make the difficult transition from home to school. However, on a daily basis, there are numerous transitions the pupil makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable pupils and need to be carefully managed with preparation and support.

AIMS OF THE NURTURE PROVISION:

- To provide a flexible and preventative resource which is responsive to the particular needs of the pupils attending our school.
- To provide ongoing assessment and support for pupils showing signs of emotional stress and behavioural difficulties, with the aim of enabling the pupil to access the curriculum and participate fully in school life.
- To provide a secure and reliable environment where pupils can learn by re-experiencing nurture from key adults, who actively work towards their successful integration into their registered class.
- To help pupils to learn to make correct choices, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with key adults.
- To work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.

ROLE OF THE KEY ADULTS:

To lead the Nurture group and to:

- Be involved in formal reviews as required; to support curriculum development.
- Be involved with the selection, assessment and re-integration of pupils.
- Maintain the Nurture group principles - this is to provide a carefully structured session where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- Organise and plan the activities and curriculum of the group with Nurture group staff, bearing in mind the needs of the pupils.

- Keep and maintain Pupil Profiles that record and track individual pupil's progress and attainment.
- Co-ordinate and support the work of the Nurture group teachers and teaching assistant.
- Liaise with other professionals when appropriate, including visits.
- Work in partnership with parents, in the development of their children, including organising parent/pupil sessions and coffee mornings.
- Support Nurture group pupils on trips and whole school activities.
- Ensure regular communication between Nurture group staff, teachers, teaching assistants and parents.
- Manage the Nurture group budget.
- Report developments to SLT and Governors as appropriate.
- Carry out and contribute to school policies and procedures.

THE ENVIRONMENT:

The Nurture group includes the following key areas:

- Kitchen area
- Dining area
- Play area
- A comfortable area
- Quiet area
- Work area

TEACHING AND LEARNING:

Nurture group pupils follow a core curriculum of Phonics, Maths, Physical Education and Personal and Social Development. There are clear links to core and foundation subjects. Activities are planned on a weekly basis to provide a stimulating environment for pupils. This planning incorporates developmental and age appropriate skills undertaken by the Nurture group staff.

The structure of the sessions is:

- Welcome time/Circle Time/Breakfast
- Phonics/reading
- Social Skills linked to Boxall
- Maths
- Snack Time
- Physical Activity
- Pre-teach for the Afternoon in registered class

Nurture group staff will meet to review pupil progress, plan and resource activities on a consistent basis ready for the following sessions. Pupil's progression over the course of the week is discussed during the Planning, Preparation and Assessment time to decide upon key focus areas for the next week.

IDENTIFICATION AND REFERRAL:

The Nurture group will support a range of pupils across the school. The identification and review process takes place on an ongoing basis. Boxall Profile is a series of questions, covering various aspects of a pupil's social and emotional development providing a clear

and personalised picture of individual needs. Parents are informed and invited to an informal session with Nurture staff when it fits appropriately with the learning and pupils will leave and join the group as progress is made.

INVOLVEMENT OF PARENTS:

- Parental support is vital to pupil progress.
- Parents are fully involved, consulted and agree about the selection processes.
- Communication between Nurture group staff and parents is critical.
- Parents are made to feel a part of the Nurture group experience.
- Parents are invited to Nurture group events.

RE-INTERGRATION

The most effective length of time to be a member of a Nurture group is 2-4 terms. At any time throughout this, depending on the progress of the pupil, a re-integration programme may begin. This programme is developed on an individual basis for each pupil to slowly build them back into their registered class on a full-time basis. The re-integration process is fully supported by Nurture group staff, the pupil, class teacher and parents.

STAFF ABSENCE

In order to maintain consistency and security, the Nurture group is never covered by supply teachers. In the event of staff absence, the members of Nurture group will be supported by a 'Visiting Auntie'. However, if this is not possible, the pupils who access this intervention, will remain with their registered class teacher.

VISITORS TO THE NURTURE GROUP

Visitors can cause disruption and change to an otherwise ordered and structured day. Any change from routine can be difficult for some pupils, therefore visitors to the Nurture group should always be pre-arranged, in order to prepare the pupils for what will happen. It is best to involve the pupils in the preparation for the visit – making invitations, planning the menu, setting the table etc.

It is important for the pupil's class teacher to feel a part of what is happening in the Nurture group and to carry the principles back to their classroom, to provide consistency. Teachers and members of the Senior Leadership Team will be invited into the Nurture group throughout the academic year.