

Golden Flatts Primary School
Nurture Policy

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1. What are Nurture Groups?

Nurture groups are a small group of children within a mainstream primary school supported by the whole staff and parents. The groups have their own nurture group practitioners who collect them from their class base and return them at the end of the session. The rationale is that these children have missed out on early experiences that promote good emotional and social development. The group builds on and gives the children the tools to make trusting relationships with adults or to relate appropriately to other children.

The six principles of Nurture Groups

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of well-being
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

2. Aims and objectives

Provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.

- To increase inclusive practice for children with emotional and behavioural difficulties and to develop ways in which the school supports such children.
- To facilitate a positive whole school ethos in line with the school pastoral policy.
- To develop awareness about the cause of behaviour and the effective management of behaviour problems in line with the school behaviour policy.
- To raise the achievement of children with emotional and behavioural difficulties.
- To increase joint working practices between school staff and outside agencies.
- To increase parental involvement in supporting their children and developing a positive attitude toward school.

3. Staffing

Nurture group staff consists of a qualified teacher who oversees the running of the nurture group and has completed the four-day Nurture Network certificate course. The group is led by a qualified nurture teaching assistant and supported by a further nurture qualified teaching assistant.

- The staff in the nurture group are supported by the Head of School/SENDSCO.
- Nurture staff are not required to cover absent colleagues.
- The group does not run with temporary staff and protocol for absence is in place; the identified TA will cover absences where possible or the children return to their home classes.
- Visits by other staff and outside agencies are carefully planned and need to give advanced warning if they are to access.
- Staff regularly liaise with mainstream school staff and outside agencies.

Formal supervision with the schools identified Educational Psychologist will take place for the nurture team on a six-weekly basis or more frequently as and when requested.

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4. Parental contact

Parents are a key element of nurture work.

- Parents are consulted by letter, invited to a meeting regarding the nurture provision and asked to sign an agreement prior to children attending the nurture group
- Parents are regularly invited to meet with staff and attend 'stay and play' sessions where opportunities for modelling of positive communication skills are available
- Staff support parents during non-contact time in the form of meetings, ad-hoc discussions at the start and end of the school day. To offer guidance, giving appropriate advice and interaction strategies.

5. Placement criteria

Each child will be selected for intervention in the nurture group for individual reasons, criteria include;

- Child's class teacher expresses concern to nurture staff
- Boxall Profile is completed by class teacher, nurture lead and or SENDCo.
- Nurture staff meet with class staff to assess needs, gather background information and observe child in class setting.
- Meet with SENDCo to discuss placement of child and any SEN implications.
- Parents are contacted and invited to meet with nurture staff and agreement is sought from the parents to begin intervention.
- Concerns raised by outside agencies and parents are taken into account when selecting children.

Additional considerations for selection process:

- Siblings are already in the group
- If they are currently in or about to go in to year 2 or 6 (however in extreme circumstances, placement may be considered)
- Places consist of two Key Stage two children/emergency and 8 Key Stage one/Reception children
- Priority to those children on the Special Educational Needs Register for Social Emotional and/or Mental Health
- An appropriate balance of needs in the group

6. Structure of the nurture group

The nurture group is well structured with a strong sense of routine and familiarity.

- Four full day sessions run from 9.00a.m. to 11.55a.m. and 1p.m. to 3p.m. (with some children accessing RWI from 10.30-11.30a.m.)
 - One member of the nurture team will be available daily on the yard from 8.45am until 9am and 3.10p.m until 3.25pm
- The day will include time spent on topic based activities delivered through the use of a fiction or non fiction text, outside playtime, social breakfast, shared play, activities are linked to the Boxall assessment and meet the needs of individual children, circle time, mindfulness and news sharing is a key element to the smooth delivery of the day.
- Children from the group will still be able to attend swimming lessons, PE, music and other extra special activities, which may occur during the school day, as a part of their base class.
- There is a good link with the child's class through the celebration of achievement, we share the news of certificates, stickers or other awards.
- The rewards in the nurture group are consistent and structured, each day children are able to move around a positive choice cycle and over time receive a prize from the box.

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Children are also given the opportunity to gain 'Dojo points' as in the school behaviour policy.

- On returning to class, teachers are given positive news from the child's day and all staff are encouraged to acknowledge the achievement.
- The nurture group make time to celebrate birthdays with cake & candles and a card from their nurture group friends.

7. Monitoring

Monitoring of children's progress and the effectiveness of the nurture group is of paramount importance to maintain high standards of nurture provision.

- Children's progress is continually monitored with a daily review of the session, weekly observations of the children
- Individual files are kept with copies of the Boxall profile and S&D questionnaire
- Half termly meetings with nurture staff and class teachers are arranged to review class progress
- Nurture team and SENDCO complete Boxall Profile assessments every 26 nurture days.
- Regular meetings are held with nurture lead and SENCo to review re- integration or other relevant issues.
- SENDCO regularly monitors and records the academic progress of children currently attending the nurture group and those who have re-integrated back into the class
- Observation of children in main class setting each half term to inform the boxall assessment
- Academic assessment in reading, writing and maths

8. Reintegration

Careful plans are required to resettle children back into their mainstream class.

- Boxall profile is used as a guide to assess whether children are ready to spend more time in class.
- In discussion with class staff, nurture staff, and SENDCO, the pace of return, dates and assessment of in class support will be agreed. The SENDCo will make a decision in conjunction with the nurture staff.
- Parents are informed of the plans for reintegration and offered support if required.
- Children are given clear explanations of the plan using timetables and verbal reminders.
- The progress of reintegration is closely monitored and pace of return is arranged to suit the needs of the child.

9. Monitoring and review

Golden Flatts Primary School will review this policy annually by the SENDCo.

Review Date: August 2019

Reviewed by: M. Newbury

Approved by Governors:

Next Review Date: August 2020

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