



Laurance Haines School

NURTURE GROUP POLICY

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| Date of Governing Body approval: | January 2018 |
| Review: | January 2021 |
| Signed | |
| Bill Grimwood | Chair of LHS Local Governing Body |

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives,
- Make a successful transition into adulthood, whether into employment, further or higher education or training. ⁱ

Enjoying and doing well at school is an important factor for the healthy development of children. Some children on entry to Key Stage One from Reception find the structure and demands of school life challenging and this can be worrying and upsetting at times. At Laurance Haines our Nurture Group provides a safe and nurturing learning environment. Each child is valued and understood and their emotional needs are met appropriately through the six principles of Nurture.

The Nurture Group's Six Principles

1. The classroom offers a safe base
2. Children's learning is understood developmentally
3. The importance of nurture for the development of self-esteem
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transitions in children's lives

Introduction

- Our Nurture Group provides a modified curriculum in an environment based on the principles advocated by Marjorie Boxall.
- The group is an early intervention for Year One children who find it difficult to access learning as successfully as we would like in their mainstream classroom. In exceptional circumstances, agreed by the Head teacher, Year Two children may be accepted to join.
- Our group meets on four mornings a week 8.50 a.m – 12.00 p.m with the children spending the afternoons and all day on Fridays in their own classes.
- The group caters for up to 8 children maximum.
- Two members of staff run our group, a Nurture Group Leader and a teaching assistant. In the absence of one of these team members, interventions will take place within the children's mainstream class.

Our aims

- To provide a small-scale setting in which children can experience nurturing care from two caring adults, who actively work towards enabling their successful reintegration into mainstream class.
- To have a predictable, calm and purposeful environment and timetable.
- To develop self-esteem and social skills.
- To develop relationships between adults and children, building trust, confidence and reliability.
- To develop responsibility for self and others.
- To help children learn appropriate behaviour.
- To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- To work in partnership with parents and teachers to achieve consistency of approach at home and school.
- To provide on-going assessment using the Boxall Profile.

Inclusive practice

Children and young people may experience a wide range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.ⁱⁱ

Schools and colleges should have clear processes to support children and young people, including how they will manage any disruptive behaviour so it does not adversely affect other pupils.ⁱⁱⁱ

The role that schools play in promoting the resilience of their pupils is important...School should be a safe and affirming place for the children where they can develop a sense of belonging and feel able to trust and talk openly with adults... Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen to them to thrive even in the face of significant challenges. ^{iv}

Evidence has shown that an effective approach to promote positive behaviour, social development and self-esteem is positive classroom management techniques with one - one or small group sessions to help pupils identify coping strategies. ^v

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In the Nurture Group, we recognise that every child matters and aim to respond to each child's needs, taking into consideration their:-

- cultural background;
- life experiences;
- strengths;
- communication needs;
- emotional and social needs;
- developmental needs;
- physical needs.

Setting

The room is timetabled for the sole use of the group during nurture times. It has a small kitchen area, combined dining area and activity area. It has access to an outside area.

The role of the adult workers

- The Nurture Group is overseen by the Nurture Group Leader who has responsibility in consultation with class teachers and the SENCo for identification of the pupils accommodated in the Nurture Group.
- The role of the adults is to foster and sustain nurturing relationships with the children who attend.
- They will be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
- The adults will enable the children who attend the group to develop positive relationships with each other.

The Curriculum

- The Nurture Group provides a modified curriculum that is suited to the children's needs, their stage of development and their One Page Profile targets.
- The Read, Write Inc daily timetable maybe adapted to reflect the developmental needs of the children and the session may include a short child initiated play period if required.
- In Maths the Year One base class planning is adapted to include practical sessions that suit the developmental needs of the children. Children may work one to one with an adult where appropriate before learning to work in a group.
- The group sessions are divided into small chunks of time with each activity serving a clear purpose.
- Each session offers the security of a consistent and familiar routine.

Assessment

- Children involved in the group are assessed using the Boxall Profile on a termly basis.

- After an assessment findings are discussed with the school's SENCo and class teacher and linked to a child's targets, both within the group and their classroom.
- A written assessment is provided at a child's annual review, if appropriate.
- In addition, on-going records of each child's social and emotional development are kept via a daily log.
- A child's progress will be monitored using the Boxall Profile and the Readiness for Reintegration form.

Referral

The following types of children are considered for inclusion in the group:

- those who appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust;
- children who are withdrawn and unresponsive;
- children with poor social skills, who cannot share or are demanding or uncooperative;
- those with a poor attention span;
- children who demonstrate immature behaviour;
- children who behave aggressively, impulsively, or inappropriately in other ways;
- children who find change upsetting;
- children who appear to have difficulty integrating in their main class.

Our nurture group is not a base for children with Special Educational Needs or children with complex social, emotional and behavioural difficulties that have had previous interventions.

Referral procedure

- Children are first identified in their Reception year for consideration into the Nurture Group on entering Year One
- Reception or Year One class teachers can approach the SENCo to put forward children as described above that might benefit from the Nurture Group.
- These children are assessed by the Nurture Group Leader using the Boxall Profile and observations to determine their eligibility.
- If a decision is made to invite a child to join the group, parents will be invited to a meeting with the SENCo and the Nurture Group Leader.
- Following agreement in this meeting, the child is invited to join the group in the Autumn Term of Year One.

Partnership with Parents and Carers

- We recognise the importance of involving the parents/carers of a child in their education.

- Each parent receives a copy of our leaflet explaining the group and detailing who we are and what we do.
- We will keep parents/carers informed of their child's progress and provide them with support and advice.
- Parents/carers are invited to breakfast to see what their children have been doing and to join in some activities.
- Appointments with the Nurture Group Leader can be made via the office.

Reintegration

- The period of reintegration to their Year One class is generally carried out over a period of a half term during which a child's responses are carefully monitored.
- The point at which a child is reintegrated into their classroom full-time is based on the results of the Boxall Profile Reintegration Readiness Form, assessments and the class teacher's observations.
- When a child is thought ready to return to the Year One classroom, a programme of gradual reintegration is initiated, usually beginning with one or two sessions a week.

Impact

- It is intended that the Nurture Group will have a positive impact on the child, the class, the whole school and wider community. This will be enhanced by building relationships with parents through regular liaison and visits.

ⁱ The Department for Education's Special educational needs and disability code of practice: 0–25 years June 2014: Point 6.1

ⁱⁱ The Department for Education's Special educational needs and disability code of practice: 0–25 years June 2014 Social, emotional and mental health difficulties: Point 6.32

ⁱⁱⁱ The Department for Education's Special educational needs and disability code of practice: 0–25 years June 2014 Social, emotional and mental health difficulties: Point 6.33

^{iv} The Department of Education's Mental Health and Behaviour in schools – June 2014: Point 1.5 & 3.2

^v The Department of Education's Mental Health and Behaviour in schools – June 2014: Point 3.5