



Nurture Group Policy

Policy date: Sept 25

Why Nurture Groups?

A small number of children start school without having the necessary positive early experiences and/or additional needs. For them, the complex activities and bustle of a large class can be overwhelming which means they could be unable to listen or take in what the teacher says, or they could be easily distracted and quickly feel defeated. Some withdraw and others express their frustration by aggressive or impulsive behaviour more typical of a toddler.

The Principles of Nurture

Five 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 child 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 child to move on.

Children's developmental progress is assessed through PSED PIVATs.

2. The nurture room offers a safe base

There is a structure to the day which is predictable, adults who are reliable and firm, and can set boundaries without being punitive. Children 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 children's relationship with each other and with the staff.

3. 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 children 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, e.g 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.

4. All behaviour is communication

Understanding what a child is communicating through behaviour helps staff to respond in a firm but not-punitive way by not being provoked or discouraged. If the child 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 child. This principle underlines the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?'

5. Transitions are significant in the lives of children

The nurture group helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Our Nurture Group

Our nurture group is called The Beehive. Some children spend the majority of the school day in the Beehive whereas others access the Beehive on a needs-must basis.

Nurture Group Strategic Leaders: Mr J Moss (SENDCO) and Mr D Hughes

The role of the group strategic leader is to:

1. Oversee the nurture group with the support and guidance of the SLT
2. Be involved in formal reviews to support curriculum development
3. Lead the selection, assessment and re-integration of pupils
4. Ensure the maintenance of the Nurture Group principles – this is to provide a carefully structured session where this is a balance of learning and teacher, affection and structure within a home-like atmosphere
5. Oversee the organisation and weekly planning of activities and the curriculum of the group with all staff working within the Nurture group, bearing in mind the needs of the children in relation to their individual targets
6. Keep and maintain Pupil Profiles that record and track individual children's progress and attainment
7. Liaise with other professionals when appropriate including visits
8. Oversee activity work in partnership with parents in the development of their children including organising parent/pupil sessions and coffee mornings
9. Report developments to SLT and Governors as appropriate
10. Carry out and contribute to school policies and procedures.

Nurture Group Assistants: Mrs Rothwell HLTA, Mrs Carberry and Mr Pierce

To run the nurture group under the guidance of the Nurture Group Strategic Leader to;

1. Be involved in formal reviews as required; to support curriculum development.
2. Maintain the Nurture Group principles- this is to provide a carefully structured session where this is a balance of learning and teaching, affection and structure within a home-like atmosphere.
3. Participate in the organisation and planning of activities and curriculum, bearing in mind the needs of the children relating to PSED Pivat targets and additional targets provided by Outside Agencies.
4. Keep and maintain Work Books to track individual children's progress and attainment.
5. Liaise with other professionals when appropriate including visits where appropriate.
6. Engage in regular communication between nurture group staff, teachers, teaching assistants and parents.
7. Participate and engage in the review and maintenance of Nurture learning environments to ensure they meet Nurture principles and Communication Friendly Spaces programme.
8. Conduct activity work in partnership with parents in the development of their children including organising parent/pupil sessions and coffee mornings.
9. Support Nurture Group children on trips and whole school activities where appropriate.

The Nurture Environment

The Nurture Room consists of 2 rooms which make up The Beehive.

The Beehive consists of several spaces;

- 1 – Quite/Reading Area
- 2 – Safe Space
- 3 – Snack area
- 4 – Role Play and Construction area
- 5 – Group area
- 6 – Individual work stations
- 7 – Access to outdoors

Teaching and Learning

Within the Nurture Group children have their own personalised learning pathway with a large emphasis on SLCN, PSHE, Social and Emotional learning. Activities are planned to provide a stimulating and fun environment for children. Medium term planning plots our pupil areas for development based PSED PIVAT Data. Short term (weekly) planning demonstrates key activities to support these areas for development. This is undertaken by the Nurture Group Manager and Assistants, with planning easily accessed in school.

Each morning follows a similar pattern which will consist of some of the following each day:

Welcome and circle time

Bucket therapy

Sensory Story time

Snack time

Singing time

Forest School

Physical development time

1:1 speech and language

Celebration time

Identification and Referrals

The nurture group currently supports a range of children across EYFS and KS1, however is open to all year groups, depending on a child's needs. The identification and review process takes place on an ongoing basis.

Raising concerns – staff are to use CPOMS to raise concerns with Mr Moss following which a meeting will take place to discuss if The Beehive would be beneficial for that individual child.

PSED PIVATS – All children are assessed using PSED PIVATS. These are positive age-related outcomes, covering various aspects of a child's social and emotional development. It provides a clear and personalised picture of a child's area of needs.

One Page Profile – All children will have a one-page profile available for all staff to read, so that they understand the child's likes and dislikes and what is important to them.

Parental Engagement

1. Parental support is vital to the child's progress
2. Parents are fully involved and consulted about selection processes
3. Communication between nurture group staff and parents is critical
4. Parents should be made to feel a part of the nurture group experience
5. Parents are invited to nurture group events regularly
6. Parents are welcome to meet with nurture group staff after the school day.

Involving Ingol CP School Staff

1. Staff will be asked to contribute to discussions, review meetings, liaise with nurture staff to share information and complete assessment questionnaires in relation to pupils in their class.
2. Staff have the responsibility to continue with strategies and use of resources as agreed in his/her Individual Action Plan, when transitioning back into the classroom.
3. Staff will be invited to attend nurture sessions/parent workshops as appropriate. Cover for sessions will be planned and delivered by the Nurture Group Strategic Leader.
4. Teaching staff will supply activities and work for each child's individual work tray at the start of each week.

Reintegration

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 child, a re-integration programme may begin.

This programme is developed on an individual basis for each child to slowly build them back into their mainstream class on a full-time basis. The re-integration process is fully supported by nurture group staff, the pupil, class teacher and parents.

Arrangements to Monitor and Review

This policy was written in consultation with staff and Governors. It should be read alongside other policies in school (Behaviour, Inclusion, Equal Opportunities)