



HANNAH MORE

PRIMARY SCHOOL

Policy Title: Nurture Group Policy

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Policy Structure:

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1. Rationale

The Governors and staff at Hannah More Primary School are working together to give all children the opportunities for an inclusive education; improving the life chances of all children.

Our Nurture Policy is predicated on the Nurture Principles, which are as follows:

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

2. Introduction

- The Nurture Group is a small class environment that supports children with identified social and emotional needs.
- The children may require more attention and support than can be provided within the mainstream classroom.
- The Nurture Group supports inclusion that is the active participation of children within the mainstream classroom.
- The Nurture Group teaches children the skills to reduce their exclusion from the school culture, curriculum and community.
- The Nurture Group operates for five morning sessions and four afternoon sessions a week. Some children will spend five mornings in the nurture group and 5 afternoons in their mainstream classes, whereas some will spend four afternoons in the nurture group and five mornings and one afternoon in their mainstream classes.
- The group is managed by one experienced teacher and one experienced learning support assistant for the morning sessions, and two experienced learning support assistants for the afternoon sessions. In the absence of one of these team members a designated member of staff will take their place.
- Children who attend the Nurture Room continue to be part of their mainstream classes. They will register with their own class and share playtimes with their own class as well as attending any class outings/visits.
- Class teachers continue to have responsibility for any child attending the Sunflower Room, therefore communication with the Sunflower Room staff is crucial.
- Class teachers will be invited to visit the Sunflower Room.

The Nurture Group is an intervention for those children who are unable to successfully access learning in their mainstream classes. This may be due to disrupted early years experiences, no opportunity to build secure emotional attachments, little experience of reliable and helpful adults so they have no expectation that teachers will value them and encourage them. Children demonstrate this by being withdrawn, or by reacting with hostility and aggression.

Our aims are:

- To provide a predictable, calm and purposeful environment and timetable whereby children feel safe and secure to explore and learn.
- To provide an inclusive curriculum that meets the specific needs of individual children.
- To provide an environment where children's individual learning needs are understood and children make accelerated progress.
- To give children a sense of achievement and pride.
- To develop responsibility and respect for self and others.
- To help children learn appropriate behaviour.
- To help children learn to make decisions and wise choices through understanding natural consequences of behaviour.
- To help children develop their skill of using language as a means of communicating their thoughts, ideas and feelings.
- To build on self-esteem and social skills.
- To actively work towards enabling children's successful reintegration into their mainstream classroom.
- To work in partnership with parents and teachers to ensure consistency of approach at home and school.
- To provide ongoing assessment using the appropriate national assessment framework as well as the Boxall Profile and Goodman's strengths and difficulties questionnaire.
- To monitor progress and collect evidence of children's achievements throughout the school year.
- To offer a nurturing and an active learning environment.
- To promote social inclusion.

Specific aims for children include:

- To develop a sense of belonging.
- To develop skills in sharing, turn taking and co-operation.
- To develop routines through structure & repetition
- To develop listening skills and to communicate with increasing confidence.
- To form positive relationships with peers and adults.
- To observe positive relationships between adults, which indicate co-operation and flexibility.
- To be aware of their achievements as well as achievements of others.
- To be inspired to believe that they can succeed.

3. Setting

- The Nurture Group will be based in the Sunflower Room.
- The classroom has a homely atmosphere.
- The large classroom provides ample space for a formal work area; kitchen area, play area, an area for quiet activities and a calm area to allow a little time and space for children who ask to or who are directed to use it to calm down/restore equilibrium.

4. The role of the adults in the Sunflower Room

- To sustain nurturing relationships with the children who attend.
- Provide good role models demonstrating appropriate and positive behaviour that is consistent and continuous.
- Ensure clear behaviour expectations and sanctions that are fair and consistent.
- We recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile.
- To plan for learning opportunities that meet the needs of individual children to ensure that all children make progress.
- To improve attainment and achievement of individual children through careful planning, assessment, teaching and learning.
- To maintain accurate records of children's progress through ongoing teaching and learning, observations and assessments.

5. The role of the class teacher/class based adults

- Raise concerns and complete Referral Form and pass on to Nurture Teacher.
- Complete Strengths & Difficulties Questionnaire.
- Regular communication with Nurture Team.
- Continue to have overall responsibility for tracking attainment and progress of the children who attend the Sunflower Room.
- Provide information to Nurture Team regarding observed behaviours, any class based assessments including current levels of achievement and progress.
- Awareness of child's targets in the Sunflower Room.
- Awareness of the Boxall Profile Assessment and how it can be used to support the child in his/her mainstream class.
- Monitor and review IEPs and IBPs in collaboration with Nurture Team.
- Regular visits to the Sunflower Room to observe routines/activities/progress, share activities with the children.
- Liaise with Nurture Team to plan a programme of resettlement.
- Complete questionnaire once child has returned to mainstream class to assess impact of intervention.
- Support and communication with parents.

6. Nurture Group Curriculum

- The Nurture Group provides a curriculum that has been carefully planned to meet the needs of individual children. This better meets the social, emotional and development needs as well as academic needs of the children in the group.
- Numeracy and Literacy will be taught in the morning sessions, as well as opportunities for teaching and learning social and emotional skills..
- The afternoon sessions will focus in more depth on Personal, Social and Emotional Development as well as opportunities for art, science, P.E. In addition it will include subjects such as cooking and gardening.
- Both sessions will be underpinned by the Nurture Principles.
- The structure and format of the sessions are always the same, so repetition provides consistency and offers the children the security of familiarity.

7. Format of the day

Morning:

- Welcome Time/Register
- Circle Time type activity
- What are we doing today?
- Action songs
- Prepare for breakfast/snack.
- Literacy & Maths (small group adult directed – others free choice activities linked to literacy/maths)
- Tidy up
- Reflection on learning
- Circle Time activities
- Back to class for lunch

Afternoon:

- Welcome Time/Register
- Circle Time activities
- Designated activity of the day (art, science, cooking etc)
- Free Play (during which adult to focus on individual targets)
- Tidy up

- Snack-time
- Singing – show and tell/news
- Back to class for home time

Daily Circle Time focuses on such valuable skills as:

- Watching and listening
- Sharing & Turn taking (co-operation skills)
- Using expressive language – thus developing language skills
- Learning from others
- Trying new activities
- Developing a positive disposition to participate
- Forming positive relationships
- Using agreed codes of behaviour
- Initiating activities with other children
- Learning to respond to boundaries
- Considering their own and others rights and needs.
- Developing concentration and listening skills
- Learning to solve problems and managing conflicts.

Whilst the activities in the Sunflower Room are heavily weighted towards children’s Personal, Social & Emotional development, there is also a great emphasis placed on children’s academic learning & development. Children will experience all aspects of the National Curriculum. The aspects of the National Curriculum are differentiated to meet the needs of individual children. Our aim is to provide children with experiences of success and achievement, enhancing their self-esteem and giving them a more positive identity.

8. Assessment

- The children are assessed on a termly basis using the Boxall Profile and Goodman’s strengths and difficulties questionnaire.
- In consultation with our Inclusion Manager, our assessments link to the children’s IEPs and IBPs.
- Children’s targets are based on the results of the profiles, learning and observations, which highlight areas of concern.
- Children are also assessed in accordance with the National Assessment Framework.

9. Referral Procedure

The selection of children for the Nurture Group is a whole school decision, made in consultation with parents and where appropriate the child.

- Teachers complete a 'Referral Form' detailing area of concern.
- Teachers complete a Strengths & Difficulties Questionnaire and pass on to Nurture Teacher.
- Nurture staff and Inclusion Manager meet with Class Teacher to identify needs and discuss the best provision to meet the child's needs.
- Nurture staff complete the Boxall Profile with support of Class Teachers.
- Nurture staff analyse the Boxall . Areas for development are noted.
- Nurture staff to meet with Inclusion Manager to discuss results and consider selection for the Sunflower Room.
- Parents consulted and the possibility of selection for Sunflower Room discussed.

The following are considered when a referral is made:

- Children who appear to be emotionally insecure, which may be shown by a child who has no self-acceptance, low self-worth or who doesn't trust others.
- Children who are very withdrawn and unresponsive to other children or adults.
- Children with poor social skills, who find it difficult to share, are demanding or unco-operative.
- Children with a poor attention span or who are very restless.
- Children who behave aggressively, impulsively or who show inappropriate responses.
- Children who appear unable to respond to the classroom situation.
- Children whose behaviour is having a detrimental impact on their attainment and progress.

10. Resettlement

- Children will stay in the Sunflower Room for a minimum of 4 terms and depending on need, eight terms.
- Resettlement is informed by the use of the Boxall Diagnostic Profile and Goodman's strength and difficulties questionnaires as well as assessments and observational evidence.
- When the child is deemed ready to return to mainstream classes a programme of gradual resettlement is initiated.
- In general, this will start with the child remaining in the classroom for one or two carefully planned sessions per week.
- Talk about the child's activities in the classroom during Circle Time, showing positive regard for their experiences.
- The process of resettlement is generally carried out over a period of one term.
Resettlement will be closely monitored and supported by close liaison with the child's class teacher to ensure as far as possible that resettlement is a natural progression for the child.
- Resettlement is closely monitored to the child's individual needs.

11. Partnership with Parents/Carers

- In the Sunflower Room we recognise the importance of involving parents/carers in their child's education.
- Each new parent/carer and child receives a copy of our leaflet about the Sunflower Room, detailing who we are and what we do.
- We work closely with parents/carers of children who attend the Sunflower Room, keeping them informed of their child's progress and giving support and advice.
- Parents/carers are invited in every term to share tea and biscuits, to see the work their children have been involved in and to join in some of our activities.
- Sunflower staff, the Head teacher and the Inclusion Manager refer parent/carers to appropriate agencies outside education for advice/support.

12. Visits and Outings

Children will be given opportunities to go to shop for food, visit the library, go the local park and any other visits appropriate to their learning and development.

13. Inclusion

- At Hannah More we believe that every child matters.
- In Sunflower Room we recognise that every child is an individual and respond to each child's particular needs, taking into consideration their
 - Cultural backgrounds
 - Life experiences
 - Strengths
 - Communication needs
 - Emotional/Social needs
 - Learning & Developmental needs
 - Physical needs

14. Staff/Governor visits to the Sunflower Room

In order to ensure that Sunflower Room is viewed as another class in our school, and to gain a better understanding of our curriculum staff and governors are encouraged to visit to observe the children and the nurture principles in action.

During their visit, members of staff are encouraged to join in the activities of the group. In addition, perhaps:

- Encourage the children to show/tell past activities.
- Explain their individual targets and how they are achieved.
- Talk about their learning.

Staff who have children in the Sunflower Room will be invited by the children to come and join them for breakfast/snack and share an activity with them.

All visits will need to pre-arranged with the Nurture Team, and dates and times confirmed prior to any visits taking place.