



Curledge Street Academy Nurture Group Guidance

Introduction

- Nurture Groups at Curledge Street Academy are organised into the following areas of provision:
 - *EYFS provision- Nurture Practitioner HLTA leading provision for 5 mornings a week with two Nurture specific TAs*
 - *The Nest- Core Nurture group- Nurture Practitioner HLTA leading for 4 afternoons a week with support from a TA and Link Supervising Teacher.*
 - *Fledgling Group- Provision for children transitioning from Nest provision to class reintegration -Nurture Practitioner HLTA leading for 1 afternoon a week with support from a TA and Link Supervising Teacher.*
- The Nurture Group is setup to provide a modified curriculum in an environment based on the nurture group principles advocated by Marion Bennathan and Marjorie Boxall.
- 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 fragmented or deprived early childhoods or children whose emotional development has suffered an interruption or has not developed as expected.
- The Core Nurture Group (The Nest) operates four afternoons a week. The children spend the mornings and the whole day on Friday with their individual classes.
- The Core Nurture Group caters for a maximum of 12 children from Year One to Year Four.
- The group is managed by two experienced members of staff. In the absence of one of these team members a designated member of staff will take their place. This will ensure consistency for the children within the provision.
- The EYFS provision is led by three experienced members of staff who provide support to identified children within class and support staff within the EYFS learning environment.

Our Aims

- To offer nurturing care.
- To have a safe, predictable, calm and purposeful environment and timetable; our curriculum aims to meet identified social, emotional and developmental needs.

- To develop resilience, self esteem and social skills.
- To develop relationships between adults/children, build trust, confidence and reliability.
- To develop responsibility for self and others.
- To help children learn behaviours that will facilitate a positive and productive pathway through life.
- To help children learn to make decisions and good choices through understanding natural consequences of behaviour.
- To provide a small class setting where children can learn by re- experiencing nurturing experiences from caring adults, who actively work towards enabling their successful reintegration into a mainstream setting.
- To work in partnership with parents and teachers to achieve consistency of approach at home and school.
- To provide ongoing assessment using the Boxall Profile and observations throughout the school year.
- To promote social inclusion.
- To manage transitions

Setting

- The Core Nurture Group setting (The Nest) is a self contained environment.
- The setting has a homely atmosphere.
- The large room provides ample space for a designated learning area, several play areas, a role play area, a safe place, a snack area and an area for quiet activities.

The role of the adults in the Nurture Group

- The role of the adults is to develop attachments and sustain nurturing relationships with the children who attend.
- We provide good role models, demonstrating appropriate and positive behaviour and language that is consistent and continuous.
- We recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile.
- We also aim to develop positive relationships with the parents and carers of children who attend the group.

Nurture Group Curriculum

- The Nurture Group provides a curriculum that has been carefully planned to meet the social, emotional and developmental needs of the children in the group. Planned provision and activities are linked to the children's Boxall Profile targets.
- The Nurture Group Practitioner plans the Nurture Group curriculum in consultation with the Link Supervising Teacher and wider teaching staff. Knowledge, skills and content are drawn from the Early Years Foundation Stage Development Matters framework and the National Curriculum. Detailed planning documents are kept to show the intended outcomes of provision and progress against these.
- Mathematics and Literacy are covered in children's home classes.
- Where opportunities arise, the Nurture Group curriculum covers aspects of art, science, personal, social and health education, drama and physical development in particular. Mathematics and Literacy opportunities are also planned in where opportunities arise.
- Children's reading, writing and mathematics attainment and progress data measured by class teachers is shared with the Nurture Group practitioner during class teacher conferencing times. These targets are taken into consideration when the curriculum for the group is planned.
- Following communication between class teachers, a child's parents and the Nurture Group leader, a child may spend designated Nurture Group time in the classroom if class based activities are taking place that the child does not want to miss i.e. trips, visitors, enrichment days.
- The afternoon sessions are divided into small chunks of time and each activity is planned to serve a purpose and to offer the children a range of experiences. When the children arrive, they check in and look at a visual timetable to see what is happening during that session. The structure and format for each afternoon is always the same; repetition provides consistency and offers the children the security of familiarity.

The format is:

- 5 minutes 'busy time' at designated table activities planned through the boxall profile.
 - Check in time
 - Circle time- Nurture practitioner led circle time activity linked to boxall profile.
 - Learning time- Learning activities linked to Nurture Group medium term curriculum planning with class teacher target links.
 - Choosing Time
 - Tidy up time
 - 'Beat Box'- Physical Development activities
 - Snack Time
 - Celebration
 - Home time
- Considering their own and others' rights and needs.
 - The activities in the Nurture Group are heavily weighted towards the children's personal, social

and emotional development. The programmes of study in the statutory curriculum are differentiated in response to the children's needs. We use a thematic approach, linking subjects where possible.

- We take special care in planning, to present children with criteria for "doing well" that guarantee success. Our aim is to enhance the children's self-esteem and give them a more positive identity.

Assessment

- Children are assessed termly using the Online Boxall Profile Tool
- Subsequently we have a meeting with basis of individual Nurture Group plans. Each child's plan and subsequent targets are discussed with them, following class teacher conferencing, giving them ownership of the document and strategies to help them achieve their next step targets.
- We will contribute a written assessment to the child's SEN Annual Review and ILP, as appropriate or when requested to do so.
- In addition to this we complete observation sheets.
- The Link Teacher will monitor children's academic progress against their Nurture provision and report back to SLT and SENCO regarding progress and identify if any further support is needed.

Referral Procedure

The following are considered when a referral is made:

- Children who appear to be emotionally insecure, which may be shown through poor self-acceptance, low self-worth or lack of trust in others.
- Children who are very withdrawn and unresponsive to other children or adults.
- Children with poor social skills, who cannot share, are demanding or uncooperative.
- 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 manage or respond to the classroom situation.
- When a need is identified class teachers are invited to put forward prospective pupils. These are then assessed using a Boxall Profile to determine eligibility and referrals are kept on file.
- Once a decision has been made the parents/carers are invited to an informal meeting with either the Link Teacher or SENCO, before going on to meet the Nurture Group staff.

Reintegration

- Reintegration is informed by use of the Boxall Diagnostic Profile, our professional assessment and the class teacher's observations.
- When the child is ready to return to mainstream classes a programme of gradual reintegration is initiated.
- In general this will start with the child remaining in the classroom for one or two carefully selected afternoons per week.
- During this period we undertake a return to classroom discussion with the child, which helps them understand what is expected of them in this transitional period.
- We also talk about the child's activities in the classroom during Circle Time, showing a positive regard for their experiences.
- The process of reintegration is generally carried out over a period of one term. During this time we closely monitor the child's progress and address any issues that might arise.

Parental Engagement

We operate an 'open door' policy where parents/carers can speak with a member of staff at the end of the day.

Opportunities are sought to encourage and engage parents with events and activities to share with their child.

Open Nest- Open Nest takes place each term where parents/carers are invited into the Nest to share quality time with their child in the Nurture environment. Learning experiences, photographs and diaries are shared with parents/carers. Visitors are also requested to take part in activities with their child in a relaxed, informal and positive manner. Staff are on hand to answer questions or address any concerns about their child as well as celebrate positive experiences and progress.

Parents Evening- We operate an informal parents drop in alongside parents evening with the rest of the school. Parents can drop into the Nest without a prior appointment to view the learning environment, look at books and photographs and talk to members of the Nest staff.

- Reintegration is personalised to meet each child's needs.

Partnership with Parents/Carers

- In the Nurture Group we recognise the importance of involving parents/carers in child's education.
- Each new parent/carer and child receives a copy of our leaflet about the Nurture Group, detailing who we are and what we do.
- We work closely with the parents/carers of children who attend the Nurture Group, keeping them informed of their child's progress and offering 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.
- Nurture Group staff are available every afternoon after school to discuss any issues or concerns that parents/carers may have about their child.
- With parental permission, Nurture Group staff, the Headteacher and the SENCO refer parents/carers to appropriate external agencies for additional advice/support.
- We produce a termly newsletter for parents/carers and class based staff, sharing our work and key events.

Inclusion

- At Curledge Street Academy we want all children to be able to learn, to be safe and happy, to be respected, to be listened to and to make their own choices when it is appropriate.
- In the Nurture Group we recognise that every child is an individual and respond to each child's particular needs, taking into consideration their:
 - cultural background
 - life experiences
 - strengths
 - communication needs
 - emotional/social needs
 - developmental needs
 - physical needs.

Success Criteria- We will be successful if:

- We adhere to the Nurture Group Principles
- Children are noticed and made to feel special
- the Nest offers a 'safe base' for children
- the children have more individual attention;
- the afternoon is broken into small chunks of time;
- the quiet 'time out' space provides a consistent space for 'thinking time'
- the incentives we use are desirable to children;
- the children are given unconditional warmth and acceptance;
- the routines provide security;
- any inappropriate behaviour is quickly spotted and addressed;

- the activities are selected to guarantee success;
- there is a focus on cooperative activities;
- the children can 'shine' in the group because of the different criteria for success;
- the children can be given a different identity to the one they have learnt in the classroom;
- the children gain confidence and are more willing to take on new challenges;
- the experience of success encourages the children to put more effort into their work;
- the definition of acceptable and unacceptable behaviour is very clear;
- there is plenty of humour and fun!

Signed: