



NURTURE GROUP POLICY

INTRODUCTION

Nurture groups (NGs) are small classes that support learners with identified emotional and social needs. They may be learners who require more attention than can be provided in a mainstream classroom and they, as a result, are in danger of school failure or distress. NGs promote inclusion i.e. the active participation of learners within the mainstream class and teaches skills that reduces their exclusion from the school cultures, curricula and community.

1. PURPOSE/AIM OF THE NURTURE GROUP

The Nurture Group at our school aims:

- 1.1 To offer provision that is integral to the ethos of the school.
- 1.2 To offer a high level of support that is able to provide positive intervention, and supported by school and parents.
- 1.3 To provide a flexible and preventative resource which is responsive to the particular needs of the learners attending the host school e.g. high mobility and learners in need.
- 1.4 To provide on-going assessment and support for KS2 age learners showing signs of emotional stress and behavioural difficulties with the aim of enabling the learner to access the curriculum and participate fully in school life.
- 1.5 To provide a secure and reliable small class setting where learners can learn by experiencing positive nurture from caring adults who actively work towards enabling their successful integration into their mainstream class.
- 1.6 To help the learners learn to behave appropriately, use their curiosity constructively, improve their self esteem and develop confidence, through close and trusting relationships with adults.

The specific aims for learners include increased ability to:

- Follow class routines which are made clear by structure and repetition.
- Develop a sense of belonging
- Be responsible for appropriate tasks to develop skills in sharing, turn taking and co-operation
- Listen and follow instructions
- Communicate clearly and indicate increasing confidence in acquiring negotiation and compromise skills
- Realistically control their own behaviour and respond appropriately to peer influence
- Become involved in deciding fair class expectations and the implementation and upholding of them.
- Develop a respect for opinions, rights and culture of themselves and others
- Form positive relationships with peers and adults
- Praise and recognise value in others and their own achievements
- Observe positive relationships between adults that are supportive and indicate co-operation and flexibility.

2. DESCRIPTION and RESOURCES

- 2.1 Nurture Groups are a unique preventative resource based on well documented psychological theory and research.
- 2.2 Funding is delegated to the school from the Local Authority. It includes the cost of experienced staff and an additional fund for equipment.
- 2.3 The Nurture Group is based at Lakeside Community Primary School with two classrooms, one area for social interaction and one area set up more like a formal learning classroom. There is access to washroom and toilet facilities. The rooms used for the NG are sole purpose and designed to provide opportunities to develop and sustain a nurturing ethos. To enhance belonging and ownership all learners have their own locker to keep personal items in.
- 2.4 There will be a maximum of 14 learners in the Nurture Group.
- 2.5 The learners will spend some of their lunchtime and playtimes with other learners in the school playground, supported by nurture staff. During re-integration into mainstream, learners may have opportunities to access the playground unsupported.
- 2.6 Nurture staff are supported by the SEND team and CLT within school.
- 2.7 Time is made available for the Nurture Group team to:
- see parents
 - keep detailed assessment records
 - carry out in-class observations
 - meet with educational psychologists, social workers and other agencies
 - participate in Local Authority liaison including STEPs (specialist teaching team) and Special Needs Department.

3. ENTRY/ADMISSION CRITERIA

- 3.1 All nurture placements are issued through the Derby City Local Authority Primary Behaviour Panel. The balance of the group will need to be considered at all times.
- 3.2 Parental agreement is necessary.
- 3.3 Visits to the nurture group, prior to starting will always be encouraged and where possible a programme of transition is put in place with the previous school.

4. CURRICULUM

- 4.1 By upholding the Nurture group philosophy we endeavour to give each learner the opportunity to access a broad and balanced curriculum, as is their entitlement.
- 4.2 A "small steps" curriculum approach with flexibility allows learners access at the appropriate developmental levels.
- 4.3 Great importance is placed on PSHE and Individual Behaviour Management Strategies.
- 4.4 The Nurture Group curriculum gives learners the opportunity to build on their previous experiences and knowledge and is an important step in enabling them to meet success and raise their level of achievement.
- 4.5 Learners will receive provision identified in our planning documents that focus upon the skills identified in Section 1, but takes into account, and mirrors, the requirements of the National Curriculum for their age group.

5. ARRANGEMENTS FOR REVIEW OF LEARNERS

- 5.1 Each learner will be monitored and reviewed on an ongoing basis and consultations with the educational psychologist and other involved professionals will be arranged as appropriate.
- 5.2 Formal reviews with parents will take place on a termly basis as outlined in the Code of Practice for SEN.
- 5.3 Nurture learners will have 6 weekly Target Plans with behaviour, as well as learning, being the focus of the targets.

6. ASSESSMENT and REINTEGRATION/EXIT CRITERIA

- 6.1 The aim is for the learners to be reintegrated into LCPS mainstream lessons when it has been assessed that they are ready. This is supported by a member of the Nurture staff team until it is deemed the learner is ready to access lessons independently. The lessons in which learners' access will depend on their strengths, to begin with, and is always discussed with the learner and parent/carers. Nurture staff work alongside year group staff to enable needs of the individual to be met.
- 6.2 LCPS assess academic ability through the 'Rising Stars Progression Framework' (more detail about assessment can be found under the LCPS Assessment Policy)
- 6.3 The Boxall Profile is used as a diagnostics tool to assess learners behaviourally and emotionally.

7. RECORDING AND RESPONDING TO BEHAVIOUR

- 7.1 Nurture learners will follow the LCPS behaviour policy (see policy for details) in line with the rest of the mainstream school. Due to the additional needs of the Nurture learners the nurture team will also record learners' behaviours in the follow ways:
 - Learners daily log - a record of the learners achievements and any incidents that day.
 - Positive Handling Record - a record of any positive handling that has been carried out that day. This is always discussed with parent/carers on the day of the incident and signed by a member of CLT (Core Leadership Team).
 - A written log of major incidents including photographic/video evidence of any damage/injury caused.
- 7.2 After an incident a staff debrief will strive to identify antecedents and triggers to behaviours exhibited. Planning should be adjusted to ensure all learners' needs are being met and where necessary relationships repaired.
- 7.3 Consequences will be discussed dispassionately and parents/carers will be informed as necessary.