



Woodside Primary School

Nurture Group policy

What are Nurture Groups?

Nurture groups are a small group of children within a mainstream primary school supported by the whole staff and parents. The groups have their own nurture group practitioners who collect them from their class base and return them at the end of the session. The rationale is that these children have missed out on early experiences that promote good development. They generally have not learned to make trusting relationships with adults or to relate appropriately to other children, resulting in difficulties with settling at school.

The six principles of Nurture Groups

- 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.

Aims and objectives

- Provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To increase inclusive practice for children with emotional and behavioural difficulties and to develop ways in which the school supports such children.
- To facilitate a positive whole school ethos.
- To develop awareness about the cause of behaviour and the effective management of behaviour problems inline with the school behaviour policy
- To raise the achievement of children with emotional and behavioural difficulties.
- To increase joint working practices between school staff and outside agencies
- To increase parental involvement in supporting their children and developing a positive attitude toward school.

Staffing

Nurture group staff are qualified Level 3 Teaching assistants and have had previous experience and training in Nurture provision.

- The staff are supported by a KS1 teacher, SENCo, Deputy Head teacher and the Head teacher. However day-to-day running is the responsibility of the nurture lead.
- Every effort is made to ensure that Nurture staff are not required to cover absent colleagues.
- The group does not run with temporary staff and protocol for absence is in place; a trained member of staff covers absences.
- Visits by other staff and outside agencies are carefully planned.
- Staff regularly liaise with mainstream school staff and outside agencies.

Parental contact

Parents are a key element of nurture work.

- parents are consulted by letter prior to children attending the nurture group
- parents are regularly invited to meet with staff and attend 'play & stay' sessions
- Staff support parents during non-contact time in the form of meetings and a parents support group. Giving appropriate advice and interaction strategies.

Placement criteria

Each child will be selected for intervention in the nurture group for individual reasons. Suggested criteria includes;

- Teacher expresses concern to nurture staff
- Nurture staff meet with class staff to assess needs, gather background information and observe child in class setting.
- Boxall Profile in completed by class teacher.
- Meet with SENCo and support teacher to discuss placement of child and any SEN implications. • Parents are contacted and invited to meet with nurture staff and agreement is sought from the parents to begin intervention.

Structure of the nurture group

The nurture group is well structured with a strong sense of routine and familiarity.

- Afternoon sessions run from 1.40pm-3.00pm, with KS1 and KS2 children
- The morning will include time spent on curriculum based skills in their Mainstream classroom
 - Nurture activities include outside playtime as a small group, snack, shared play, when the opportunity for free developing play occurs and adult led activities and finally special talk time and circle time, planned in line with targets set from the individual Boxall Profiles.

Monitoring

Monitoring of children's progress and the effectiveness of the nurture group is of paramount importance to maintain high standards of nurture provision.

- Children's progress is continually monitored with a daily review of the session, weekly observations of the children
- Half termly meetings with staff are arranged to review class progress
- Class teachers complete Boxall Profiles each term.
- Regular meetings are held with support teacher and SENCo to review reintegration or other relevant issues.
- Nurture staff regularly monitor and record the academic progress of children currently attending the nurture group and those who have re-integrated back into the class using the school tracking system

Reintegration

Careful plans are required to resettle children back into their mainstream class.

- Boxall profile is used as a guide to assess whether children have made progress in their area of need.
- In discussion with class staff, nurture staff, support teacher and SEN team, assessment of further additional in class support will be agreed. The Head teacher or Assistant Head will have the final say on any decisions
- Parents are informed of the plans for reintegration and the children's progress made
- Children are given clear explanations of the plan using timetables and verbal reminders.
- The progress of each child is closely monitored and is arranged to suit the needs of the child.

Reviewed by _____ date _____