



Nurturing Provision Policy

1. Introduction

What is Nurturing Provision?

Nurturing provision is where small groups of children, within a mainstream primary school, supported by the whole staff and parents. The groups have their own Nurturing Provision 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 Nurturing Provision

- Children's learning is understood developmentally
- The nurture room 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. Aims and objectives

The aim is to provide a carefully structured routine, where there is a balance of learning, teaching, affection and structure within a home-like atmosphere.

- To increase inclusive practice for children with social and emotional challenges and to develop ways in which the school supports such children.
- To facilitate a positive whole school ethos in line with the school pastoral policy.
- To develop awareness about the cause of social and emotional challenges and the effective management of behaviour in line with the school behaviour policy.
- To raise the achievement of children with social and emotional 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.

3. Staffing

Nurturing provision is run by staff who have had a significant amount of training to work effectively with children with SEMH needs.

- The staff are supported by a Foundation Stage teacher, class teachers, SENCO, Deputy Head Teacher (pastoral lead) and the Head Teacher. However, day-to-day running is the responsibility of two consistent members of staff.
- Every effort is made to ensure that staff are not required to cover absent colleagues.

- The group does not run with temporary staff and protocol for absent 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.

4. Parental contact

Parents are a key element of nurture work

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

5. Placement criteria

Each child will be selected for this intervention for individual reasons. Suggested criteria includes;

- Teacher expresses a concern to the pastoral team.
- Pastoral staff meet with class staff to assess needs, gather background information and observe child in class setting.
- Boxall Profile is 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 staff and agreement is sought from the parents to begin intervention.

6. Structure of the nurturing provision

The nurturing provision is well structured with a strong sense of routine and familiarity.

- Morning sessions run from 9am to 11 am.
- The morning will include focused tasks such as; Literacy and numeracy. A shared snack of fruit or toast. Shared play when the opportunity for free developing play and language development is encouraged and adult led activities focus on the needs of each child. 1 to 1 activities are planned in line with targets set from the individual Boxall Profiles. To finish, there will be a shared, focused activity and story that link with classroom teaching and learning.
- There is a good link with the child's class through the celebration of achievements and themes and stories that link with class-based learning.
- The rewards in the nurture group are consistent and structured, each day children are able to attain stickers and certificates.
- On returning to class, the teachers are given the good news and all the staff are encouraged to acknowledge the achievement.
- The nurturing provision makes time to celebrate birthdays and other key events in children's lives.

7. Monitoring

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

- Children's progress is continually monitored with a daily review of the session, daily observations of the children.
- Half term meetings with staff are arranged to review class progress.
- Class teachers complete Boxall profiles each term.
- Regular meetings are held with support teacher, Deputy Head Teacher (pastoral lead) and SENCo to review re-integration or other relevant issues.
- 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 'tracker' system.

8. Reintegration

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

- Boxall profile is used as a guide to assess whether children are ready to spend more time in class.
- In discussion with class staff, nurture staff, support teacher and class teacher, the pace of return, dates and assessment of in class support will be agreed. The Head teacher or Assistant Head teacher will have the final say on any decisions.
- Parents are informed of the plans for reintegration and offered support if required.
- Children are given clear explanations of the plan for reintegration using timetables and verbal reminders.
- The progress of integration is closely monitored and pace of return is arranged to suit the needs of the child.