



Fen Ditton Community Academy

Nurture Provision

policy

Policy was approved on:	July 2021
Person responsible for this policy:	Simon Wall
Date to be reviewed:	July 2022
Distributed to:	
Location of this document	Internal use only

Nurture Provision Policy

1.	General rationale.....	3
2.	Overview	3
3.	Our aims.....	4
4.	Inclusive Practice.....	5
5.	Setting.....	5
6.	The role of the adult workers.....	5
7.	The curriculum	6
8.	Assessment	7
9.	Referral	8
9.1.	Referral Procedure.....	8
10.	Partnership with parents and carers	8
11.	Reintegration.....	9
12.	Success Criteria.....	9

POLICY FOR NURTURE PROVISION

1. General rationale

Fen Ditton Community Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

All pupils are entitled to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. We aim to operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.

Children learn best when they are happy and confident, are praised and nurtured, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations.

The learning environment is an important element. It should be stimulating and attractive, comfortable and welcoming, safe and imaginative.

Some of our children with complex SEND needs find it difficult manage successfully in their mainstream cohort for the full day and require enhanced targeted provision, to meet their needs and develop their individual skills.

Our nurture provision is for children with complex SEND needs to access over the week, to support their progress and development in their mainstream cohort. We recognise that we must make specific provision for SEND pupils to ensure that all children in our community have the opportunity to develop their skills and talents. An adapted approach to their education will promote thinking skills and nurture the whole child, socially, emotionally and intellectually.

We consider the holistic needs of the child, not just their SEND and aim to promote independence and build resilience in learning and to support them remaining in a mainstream school.

2. Overview

- Our nurture provision provides a modified curriculum in an environment based on the principals advocated by Marion Bennathan and Marjorie Boxall.
- The groups are an intervention for those children who are unable to access learning successfully in their mainstream classroom. This may be due to

Nurture Provision Policy

fragmented or deprived early childhood experiences, learning difficulties or disorders on the autism spectrum.

- The children are timetabled during the day to spend time in both the nurture provision and their mainstream classroom.
- The number of children which can be accommodated at any one time will be dependent on their needs, but will be a maximum of 7 at one time.
- There will be a central team of nurture staff who will run our provision and they will be supported by other school staff when the need arises.
- We provide a small-scale setting in which children can experience nurturing care from caring adults, who actively work towards enabling their successful reintegration.
- We provide a predictable, calm and purposeful environment and timetable, free from curriculum pressures.
- We develop self-esteem and social skills.
- We develop relationships between adults and children, building trust, confidence and reliability and a secure attachment.
- We develop responsibility for self and others.
- We help children learn appropriate behaviours.
- We help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- We work in partnership with parents and teachers to achieve consistency of approach at home and school.
- We provide on-going assessment of pupils social, emotional and mental health needs using an assessment tool such as the Boxall Profile.

3. Our aims

Our nurture based practice is underpinned by the six key principals of nurture:

- Children's learning is understood developmentally

Nurture Provision Policy

- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

4. Inclusive Practice

In the nurture provision, we recognise that every child matters and aim to respond to each child's needs, taking into consideration their:

- cultural background;
- life experiences;
- strengths;
- communication needs
- emotional and social needs
- developmental needs
- physical needs

5. Setting

- The nurture provision is a separate room to the rest of the school with an outdoor space.
- The room has a homely atmosphere.
- The room provides space for a formal work area, play areas and a quiet area.

6. The role of the adult workers

- The role of the adult is to sustain nurturing relationships with the children who attend.

- They should be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
- They need to recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile.

7. The curriculum

- The nurture provision curriculum provides a modified curriculum that is suited to the children's needs.
- Where appropriate English and Mathematics is covered in the child's own classroom.
- The provision covers art, science, practical maths, PSHE, and PE. Other enrichment activities such as cooking, gardening, role play and forest school are promoted.
- The sessions are divided into small chunks of time with each activity serving a clear purpose.
- Each session offers the security of a consistent and familiar structure as follows:
 - greeting ritual;
 - circle-time activities;
 - designated activity of the day;
 - laying table and tidying up equipment;
 - refreshments;
 - washing up;
 - free play;
 - story time;
 - clapping rhyme or song;
 - ending ritual.
- The circle-time activities focus on the following valuable activities:

Nurture Provision Policy

- turn-taking;
 - watching and listening;
 - using expressive language;
 - learning from others;
 - trying something new;
 - developing a positive attitude to participation;
 - forming positive relationships;
 - using agreed codes of behaviour;
 - initiating activities with other children;
 - learning to respond to sanctions;
 - considering the rights and needs of themselves and others
- All activities are weighted towards the children's PSHE development.
 - Activities are designed to offer children criteria for doing well that guarantee success. The aim is to boost a child's self-esteem and sense of identity.

8. Assessment

- Children involved in the nurture provision are assessed using an assessment tool such as the Boxhall Profile and Strengths and difficulties questionnaires are completed on a termly basis.
- After an assessment findings are discussed with the school's SENCO and linked to a child's targets, both within the provision and their classroom.
- A written assessment is provided at a child's annual review if appropriate.
- In addition, half-termly records of each child's social and emotional development are kept, linked to the child's support plan or educational health care plan (EHCP) targets, if appropriate.

9. Referral

The following types of children are considered for inclusion in the provision:

- those who appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust;
- children who are withdrawn and unresponsive;
- children with poor social skills, who cannot share or are demanding or uncooperative;
- those with a poor attention span;
- children who demonstrate immature behaviour;
- children who behave aggressively, impulsively, or inappropriately in other ways;
- children who find change upsetting;
- children who appear unable to integrate into a mainstream classroom.

9.1. Referral Procedure

- When a vacancy arises in the nurture group, class teachers are invited to put forward children whom they feel will benefit from the group.
- These children are assessed using the Boxhall Profile and Strengths and Difficulties questionnaires to determine their eligibility.
- If a decision is made to invite a child to join the group, a letter is sent home to inform their parents/carers of the offer of a place. They are invited to a consultation to discuss this.
- Following agreement in this meeting the child is invited to join the group.

10. Partnership with parents and carers

- We recognise the importance of involving the parents/carers of a child in their education.

- We aim to keep parents/carers informed of their child's progress and provide them with support and advice, following assessments being completed, on a half termly basis.
- Parents/Carers are invited into the provision once a term to see what their children have been doing and to join in some of the activities.
- In addition we have regular informal communication with parents to share their child's progress.

11. Reintegration

- The period of reintegration is generally carried out over a period of a half-term, during which a child's responses are carefully monitored.
- The point at which a child is reintegrated into their classroom full-time is based on the results of the Boxhall Profile assessment tool, the nurture provision workers assessments and the class teacher's observations.
- When a child is thought ready to return to the classroom, a programme of gradual reintegration is initiated, usually beginning with one or two sessions a week.
- One of the nurture group workers will meet with the class team and prepare a supportive plan to meet the child's needs and this will be shared with parents. The adults will meet with the child to help them understand what will happen and what will be expected of them.
- The child's class teacher has a responsibility to prepare the environment and other pupils to support a successful transition.

12. Success Criteria

We shall be a successful nurture provision if:

- we provide affirming, positive and manageable sessions;
- time-out is seen as an effective sanction;
- the incentives used are seen as desirable by the children;
- what is acceptable and unacceptable behaviour is made clear;
- any inappropriate behaviour is spotted quickly and dealt with;

Nurture Provision Policy

- a session's routines provide security;
- the activities are tailored to guarantee success;
- the children are given unconditional warmth and acceptance;
- there is a focus on group-building activities;
- the children have greater attention in class;
- the children gain a more positive identity than the one they have 'learnt' elsewhere;
- the children gain confidence and are more willing to take on new challenges;
- the sense of success enables the children to put more effort into their work;
- the children provide positive feedback about their time within the nurture provision and recognise how they have developed;
- there is plenty of humour and fun.

Nurture Provision Policy