

Frederick Nattrass Primary Academy  
NURTURE POLICY 2014

**Frederick Nattrass is an inclusive school** which is fully committed to develop the whole child; spiritually, emotionally, physically and academically. In response to the challenges that many of our children face, which can result in emotional vulnerability, we have developed the Frederick Nattrass Nurture policy to outline how we meet these needs. At Frederick Nattrass we pride ourselves on providing a nurturing environment for all of our pupils, with the additional support of specific Nurture Groups, which work to enhance provision for children in specific times of need.

**"Nurture Groups explicitly recognise that severely adverse early experiences affect every aspect of development and that they underlie much educational failure in mainstream schools. Such experiences leave social, emotional and intellectual deficits, which Nurture Groups have demonstrated can be made good, that educational progress, in the widest sense, can be fostered."**  
(M. Boxall)

#### **How is Nurture evident across the school?**

All of the staff who work in our school are aware of the challenges which many of our pupils will experience at some point in our lives. We take active steps to ensure that all staff who work with pupils in our school have an understanding of the contexts of each child whether these relate to their previous, current or potential future experiences. Our staffing structure is planned so that members of the leadership team are actively involved in the CAF process and in all levels of Social Services and external agency involvement. Events are planned through the school year to disseminate key information with members of staff (e.g. Welfare Meetings) and to support staff with CPD which helps them understand how to meet the needs of different groups of pupils.

Several key principals underpin our whole school nurturing ethos:

- Adults do not shout at pupils.
- Don't assume - make sure that all points of view have been heard before reaching a conclusion.
- Children can not learn if they are not ready. It is our job as adults to help support them in achieving this, e.g. A child will find learning on an empty stomach very difficult. Solution - get them some food.
- All pupils deserve the right to learn.

- Developing a detailed knowledge of the community and respectful, supportive relationships with members of the community enables staff to best meet the needs of the pupils in that community.
- It is our responsibility to prepare pupils both academically and socially for the next stage in their education.

For the majority of our pupils, this whole-school nurturing environment is sufficient to ensure that they feel safe, confident and comfortable to learn. We use our pupil premium money to fund staffing levels which enable us to be proactive in achieving this. However for some pupils, on some occasions, this provision is not sufficient to meet their needs. For these pupils additional support is provided to achieve this. Details of this additional support is provided [here](#).

### **Nurture Groups**

We have identified the need for Nurture Group provision at different phases in our school:

EYFS - This group runs daily with the aim of achieving early intervention to support children with specific social needs (e.g turn taking or developing confidence) and communication needs (e.g. speech and language).

KS1 - This group provides support for pupils who have social and emotional needs with the aim of re-integrating them to class full time before the end of the key stage. Additional support can be provided during lunchtimes. This group provides flexibility to address the needs of pupils who join the school mid-key stage or meet a period of crisis in their lives.

### **What are Nurture Groups?**

Nurture groups are small groups 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 to go to the Nurture Room. The rationale is that these children may have missed out on early experiences that promote good development. The role of the adults is to gain some understanding of gaps in development, to meet the needs of the children at the stage they have reached and to offer emotional acceptance and focused teaching.

### **Key Principles**

- Children's learning is understood developmentally

- Language is a vital means of communication
- The Nurture room offers a safe base
- All behaviour is communication
- Transitions have significant importance in children's lives
- Nurture is an important part of development of self-esteem

### **Aims of the Nurture Group**

- To increase inclusive practice for children with emotional, social and/or behavioural difficulties and to develop ways in which the school supports such children.
- To facilitate a positive whole school ethos.
- To raise the achievement of children with emotional, social and behavioural difficulties.
- To increase joint working practices between agencies.
- To increase parental involvement in supporting children.
- To provide children with the social and emotional skills which they need to be ready to learn.

### **How the Nurture Group is run at Frederick Nattrass Primary Academy**

The Nurture Group classroom environment includes elements that are typically found at home, including a kitchen/eating area, work and play area. The room is decorated attractively, with soft furnishings, evidence of children's work on display and resources which promote and develop learning.

The school has the capacity to run two Nurture Group sessions, depending on the number of pupils who are needed at each time. Each session can accommodate up to 8 pupils and is staffed by 2 Teaching Assistants. One teaching assistant, who takes responsibility for planning the sessions, leads these sessions, whilst the other provides consistent support. Nurture Sessions are specifically targeted at Early Years as Key Stage One pupils as means of early intervention to address needs which are barriers to learning. Each Nurture session runs for half a day, 5 days a week. This enables children to access the mainstream curriculum with their own year group alongside their class teachers.

Children have access to toys and activities relevant to different points of development. The staff working with the Nurture Group plan the activities and opportunities available to the children on a short, medium and long term basis based on the identified needs of the pupils who are accessing the provision at that time.

Children are assessed prior to entry, during their involvement in the group, on exit and 6 monthly following their exit from the group to ensure that staff have a secure understanding of their needs. Assessments are conducted, using the Boxall Profile, by staff who work with the child (both in Nurture Group context and class teachers/TAs). The information from the Boxall Profile is analysed by the SENCo and information shared with staff to inform planning.

Children are selected for inclusion in Nurture Group based on observed needs by members of staff. These children are discussed by the SLT and their placement is based on their needs. The needs of all pupils who are accessing this provision are considered when organising the provision for the included children. Prior to children joining the group discussions are held with their parents to outline reasoning behind provision and the support which will be provided.

The aim is for children to access this provision for an average of 2 terms, with judgements being made on an individual child by child basis. When children have been assessed as ready for re-integration into their classes this is planned in conjunction with the class teacher. This will include some sessions which are planned to return to the classroom for whole days interspersed with sessions in the Nurture Group. It is essential that mainstream staff work with the Nurture Group practitioners to ensure the best possible outcomes for pupils and smooth transitions.

The school considers applications for pupils from other school to join the Nurture group/school on a case-by-case basis. The school charges for this provision at a full time weekly rate of £200. Involvement in this provision requires some level of commitment by the child's home school to providing a nurturing environment in their home school.

### **Monitoring and Review**

The Nurture Group provision is overseen by a range of SLT members. The Deputy Principal oversees planning and the SENCo oversees assessment of potential current and previous Nurture pupils. The Headteacher monitors the overall provision and feedback on effectiveness, staffing and provision are made to Governors.

### **What other Nurture support is available?**

#### KS2 support base

This group have 2 aims. The Primary aim is to develop the academic needs of pupils in KS2 who are working below age-related expectations. The lessons which are delivered in the afternoons also provide opportunities to meet additional

social and emotional needs. This group provides flexibility to address the needs of pupils who join the school mid-key stage or meet a period of crisis in their lives.

#### Social and Emotional Behaviour Support group (SEBS)

This group is run on a weekly basis for one afternoon to support pupils in Key Stage 2 who have additional social and emotional needs. This group is delivered by our PSA, who has an indepth knowledge of the needs of our pupils and their families. The sessions aim to develop key skills which have been identified by staff who work with those children. Pupils are selected form this group by the SLT.

#### Alliance Counselling (TAMHS)

The school has a service level agreement with Alliance to provide counselling within the school day to pupils with an identified need. This is provided by a counsellor who liases with members of the SLT and pupils are initially seen on a 6 week basis.

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