



Cherish, Nurture, Achieve

Becket Primary School KS1 Nurture Group Policy

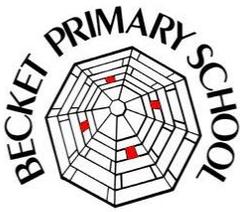
Author of Report: Mrs R Varley

Date of review: September 2017

Date of next review: September 2018

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
Sep 2017	RVa	Editing of policy to reflect closure of Derby City KS1 Nurture Group & new Becket Primary KS1 Nurture Group (in-house)	Sep17



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Introduction:

The Key Stage 1 Nurture Group (known as 'The Nest') is an integral part of the continuum of support and provision provided within Becket Primary School.

Nurture Groups are acknowledged as a good approach for early intervention for pupils presenting with social, emotional and/or mental health difficulties which children often communicate through their behaviour.

Nurture Group Principle

The Nurture Group (NG) provides a modified curriculum in an environment based on the six principles advocated by Marion Bennathan and Marjorie Boxall.



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The over-arching Nurture Group Principle is to provide a carefully structured part of the school day, where there is a balance of learning and teaching, affection and routine within a home-like atmosphere.

Nurture Groups are designed to offer pupils:

- Security
- A trusting relationship with 1/more reliable adults in which missing or insufficiently internalised essential early learning experiences are provided
- Support for children's positive emotional and social growth and cognitive development at whatever level of need the child shows by responding to them in a developmentally appropriate way
- Direct teaching

The 6 Principles (Appendix 1) are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language as a vital means of communication
- It is understood that all behaviour is a communication
- The importance of transitions in children's lives is understood

Purpose and Aims of the Nurture Group:

- To provide a flexible, preventative and early intervention resource which is responsive to the particular needs of the children
- To provide on-going assessment and support for children in KS1 showing signs of emotional stress and behavioural difficulties with the aim of enabling children to access the curriculum and participate fully in school life.
- To provide a secure and reliable small group setting where children's difficulties are looked at from a developmental perspective and they can learn by experiencing nurturing.
- To help children learn to behave appropriately, use their curiosity constructively, improve their self-esteem, make decisions and wise choices through understanding the consequences of certain ways of behaving and develop confidence and skills through a close and trusting relationship with adults. In short to make them more 'ready' to manage the classroom environment and expectations
- To work in partnership with parents/carers, class teachers and other professionals to enable a consistency of approach
- To prevent possible exclusion



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Inclusive Practice

In the NG, 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

The Curriculum

The NG provides two parallel but linked curriculums (Appendix 2):

- 1) The Nurture Curriculum – designed to support a range of developmental needs and focuses on developing the following skills: collaboration, exploration, investigation, making choices and decisions, organisation, explanation, communication, sharing, turn-taking, observation, taking responsibility, recording, interpreting, predicting, recalling and reflecting
- 2) The Nurturing Curriculum – designed to provide opportunities for missed or inadequately covered experiences resulting in gaps in learning and to consolidate learning at Foundation Stage and Key Stage 1.

Staffing

The Assistant Head/SENCo, Mrs R Varley, provides the strategic lead for the NG and works closely with the NG Teaching Assistant.

One experienced Teaching Assistant (TA) from Becket Support Staff, currently Mrs A Lawrenson, works for 4 afternoons each week with the children in the NG. This TA is highly experienced in Nurture Group practice and has undergone the 4-day accredited Nurture Group Network training.

The role of the NG TA is to:

- Sustain nurturing relationships with the children in NG
- Be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous
- Recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile
- Oversee and monitor how the children in the NG manage in class each morning and the one whole day when NG provision is not timetabled
- Liaise closely with the NG children's class teacher(s)

The ratio of staff to pupils is 1:3.



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Setting

The NG is based in a classroom in school which has been designed and developed to create a homely atmosphere. The room is 'zoned' with a formal work area, play area, dining area and a quiet area. The group has timetabled access to the sensory room (The "Rainbow Room").

The provision and sharing of food is paramount and provides an opportunity for practising important social skills (conversation, manners, turn-taking, sharing) as well as learning. Play materials at pre-school level are available in addition to age appropriate educational equipment and resources for more formal work in line with National Curriculum statutory requirements.

A maximum of 3 children attend the group at any one time. Children are selected from the Year 1 and Year 2 classes. Placement within the NG is time-limited to 2 terms and is part-time (4 afternoons 1.30pm-3.00pm). All children will be on the SEND Register at SEND Support. They may be undergoing assessment for an Education, Health, Care (EHC) Plan or already hold an EHC Plan.

Entry/Suitability Criteria

The following guidelines inform the suitability of a child being considered for NG:

- Children who are underachieving for a range of social, emotional and behavioural reasons:
 - Children who are withdrawn, unresponsive and reluctant to communicate
 - Children who have difficulty in forming trusting relationships with others
 - Children who are restless, cannot listen, behave impulsively or aggressively
 - Children whose known early or recent history suggests that they may be at risk of developing social, emotional or behavioural needs
 - Children who are known to have attachment difficulties
 - Children identified whilst in FS2 as struggling to settle and/or who do not present as 'mainstream ready'
 - Children presenting with a developmental delay for whom the NG provision is appropriate and meets their needs
- There is parental/carer agreement to the provision
- Overriding the above considerations is the need to achieve a balance of difficulties within the group in order to ensure a likelihood of success and progress for all children. This could mean that a child may fit the above criteria, but will not be offered a place when considered with the other group members.

During the Placement: Assessment, Monitoring and Review

- Placement in the group is for 2 terms (in line with NG Network recommendations)



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- Pupils are monitored and reviewed by the Assistant Head/SENCo, class teacher and NG TA throughout their placement and the suitability of the Nurture Group is constantly assessed
- Children attend their class each morning and for 1 full day per week. The objective of the day in class is to provide an opportunity for the children to apply and consolidate in their classroom the learning and emotional regulation skills they practise in NG. Any class trips, special events planned during NG times take precedent. NG children will always be included in any trips/visits arranged specifically for children with SEND e.g. theatre, funfair
- The following assessments are employed to assess for suitability, aid target setting and measure progress and impact:
 - Nurture Group Admission Criteria Checklist (entry)
 - The Boxall Profile (entry and exit profile)
 - Classroom Readiness Scale (entry and exit)
 - Other standardised assessments may also be used to identify a child's strengths and areas for development in their learning e.g. 'Teaching Talking' which provides a developmental profile, Good enough Draw A Man Test (which assesses the developmental age of a child), Language Link which identifies any weaknesses in receptive and/or expressive language
- Individual Education Plan (IEP) Reviews with parents/carers and the pupil's school are held termly.
- Other agencies may be involved e.g.
 - The Speech and Language Therapy Service
 - Occupational Therapy Services
 - Educational Psychology
 - The Specialist Teaching and Psychology Service (STePS)
 - Community Paediatricians
 - School Health
 - Social Services

Reintegration/Exit Criteria

As stated, the placement in NG is time-limited to 2 terms, at which point the child then returns full-time to their class.

For some children, it may be appropriate that over the last 2 weeks of the placement, the amount of time spent in their classroom during the afternoon is gradually increased.

On leaving the NG, each child will have clear and agreed 'Managed Approach' outlining strategies of support which will be personalised and reflect the Quality First Teaching strategies employed in NG (Appendix 3).

If the placement in NG has not provided the anticipated/expected progress then, dependent on the level of individual management and support required in the classroom and/or other needs, there remain a number of options.



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- The Assistant Head/SENCo will undertake a functional analysis of behaviour

- Application for High Needs Top Up funding
- Referral to Educational Psychology
- Referral to Speech and Language Therapy
- Referral to the School Health Team
- Referral to the Single Point of Access (SPOA) for onward referral to Community Paediatrician, Child and Adolescent Mental Health Services or Clinical Psychology
- Referral to request an EHC Needs Assessment
- Early Help Assessment to access services provided by Social Care

In a small minority of cases, it may be appropriate to consider a Managed Move to another school; sometimes an alternative environment can be the answer enabling a child to start 'afresh'. Parents/carers can also choose to remove their child from Becket and select a different school for their child to attend.

In all cases, the school aim is to work closely with and support the wishes and decisions of the parent/carers. The litmus test is, and will always be, what is best for the child.

Staff Training:

Any member of staff choosing to specialise in the intervention provided by the NG will be encouraged to attend courses to help them acquire the skills needed to work with pupils in Nurture Group; in particular, to attend the Nurture Group Network 3 day certificate course.

All Nurture Group staff are Team-Teach trained. This is an approach which employs a broad range of risk reduction strategies, considering behaviour and its consequences holistically and placing the emphasis on de-escalation; restraint is a small part of this approach and always used as a last resort.

The group's training needs are linked to the School Improvement Plan.

Managing Physically Challenging Behaviour

Children in the NG often present with a delay in their emotional development; this becomes very apparent when they are cross, anxious, disappointed or confused. We accept that children sometimes struggle to regulate their emotions and thoughts which then affect their behaviour. We also understand that behaviour is a form of communication.

There are occasions when a child's behaviour becomes physically oppositional and challenging. Whilst staff do not condone this choice of behaviour, it will be managed positively and safely in a way that encourages recovery and repair.



“Positive Handling” (a Team-Teach term) describes the approach to manage this behaviour. It involves:
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- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm stances and postures
- Non-threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective guides and escorts
- Releases and holds

The expectation is that staff will continue to communicate, assess the situation, look and listen for opportunities to divert or de-escalate, even if they have to hold the child to keep them safe.

Positive Handling Logs document agreed strategies, non-verbal, verbal and physical which support the child. The aim is always to provide security, safety and acceptance, allowing for recovery and repair.

A member of the Senior Leadership Team and parents/carers are always informed if a child has had to be held and a record completed.

Other information about the NG

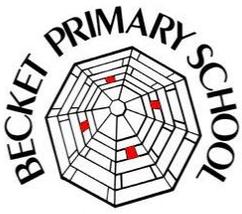
Additional information about the NG can be found on the school website:

www.becket.derby.sch.uk

Compliance and Related Policies:

Becket Primary SEND Policy
Becket Primary School SEND Information Report
Becket Primary Safeguarding Policy
Becket Primary Discipline and Behaviour Policy
Becket Primary Teaching & Learning Policy
Becket Primary Physical Intervention Policy
Equality Act (2010); advice for schools DfE (Feb 2013)
SEND Code of Practice 0-25 (July 2014)
Schools SEN Information Report Regulations (2014)
Medical Conditions Policy 2015
Accessibility Plan

R Varley (August 2017)



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