



## NUTURE POLICY

Formally adopted by the  
Governing Body of Sheringham Community Primary & Nursery School

On	25 <sup>th</sup> November 2021
Chair of Governors	<i>Steward</i>
Head Teacher	<i>Rearter</i>
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*Be all that you can be...*



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## Introduction.

Our Nurture team provides a bespoke curriculum in an environment based on the principles advocated by Marion Bennatham and Marjorie Boxall. Nurture is an intervention for those children who are unable to access learning successfully in their mainstream classroom. Our groups meet as follows: a year 1 inclusion class meet in the mornings with the afternoon nurture class being years 2 and 3 together and years 4, 5 and 6 together for 2 afternoons per week. Children spend all day on Friday in their own classes. The groups cater for up to 8 children depending on the dynamics of the children. Two experienced members of staff run our group. In the absence of one of these members another member of staff will take their place who will be ELSA trained. For other parts of the day the nurture team provides 1 to 1 work on sensory integration, emotional wellbeing, self regulation and resilience.

## Our aims.

- To provide a small-scale setting in which children can experience nurturing care from two caring adults, who actively work towards enabling successful transition.
- To have a predictable, calm and purposeful environment and timetable that is free from curriculum pressures.
- To develop self-esteem and social skills.
- To develop relationships between adults and children, building trust, confidence and reliability.
- To develop sensory regulation strategies.
- To develop responsibility for self and others.
- To help children learn appropriate behaviour.
- To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- To work in partnership with parents and teachers to achieve consistency of approach at home and school.
- To provide an on-going assessment using the Boxall Profile prior and post completion of a piece of work for those accessing nurture class, Using the Wellbeing scale to measure progress for all other children accessing support.
- To prevent possible exclusions.

## The team

Comprises of a nurture manager, 2 nurture practitioners one 5 days per week and one 4 days per week .

Jo Tweedale- Nurture Manager.



Annie Sadler- Nurture Practitioner



Jodie Bevan – Nurture Practitioner



### **Inclusive practice.**

In the Nurture group, we recognise that every child matters and aim to respond to each child's needs, taking into consideration the following:

- Cultural background.
- Life experiences.
- Strengths.
- Communication needs.
- Social and emotional needs.
- Physical needs.

### **Setting.**

The Nurture base is a self-contained classroom with its own entrance and kitchen facilities with a homely atmosphere. This space provides the opportunity for curriculum based learning and play.

### **The role of the Nurture team.**

The role of the adult is to develop and then sustain nurturing relationships with the children that attend. The adults demonstrate appropriate and positive behaviour that is consistent and continuous. We recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile. We also recognise the importance of parental links, with the productive intervention and inclusion of families and carers in our group.

### **The curriculum of nurture class and inclusion class.**

The Nurture class provides a bespoke **adapted** curriculum to meet each individual's needs. Literacy and Numeracy are covered in the child's own classroom. The inclusion class when needed also offers a bespoke curriculum with the addition of Literacy and Numeracy tasks provided by the child's class teacher.

The group 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.

The circle time activities focus on the following activities:

- 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 appropriately 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, sense of identity, resilience and the ability to self-regulate.

All sessions include the principles and ethos of our CARES curriculum, to support all aspects of our pupils growth and learning.

### **Nurturing sessions.**

This uses the same referral system. It is aimed predominantly at children who need a very bespoke and organic piece of work. This will be tailored in length to meet their needs. Children may access nurturing sessions, emotional literacy, Lego therapy, drawing and talking, the sensory room, Therapeutic Play or ELSA (Emotional Literacy Support Assistant ) The themes they may follow are need dependent, but it may focus on some of the below:

- Friendships.
- Listening ear sessions that may lead to signposting.
- Bereavement support.
- Social skills.
- Empathy.
- Anxiety around the learning environment.
- Current climate impact

Children may also access a variety of other provisions under our Index for Inclusion (see on the website under SEND), which includes Forest School and Horticulture.

## **Referral.**

The following types of children will be considered for inclusion in the groups, should the need arise for us to create an inclusion class this will be done.

- Those who appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or lack of trust.
- Children who are withdrawn and unresponsive.
- Children with poor social skills, who cannot share or are demanding or uncooperative.
- Those with 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.
- Children who need support to sensory regulate themselves.

## **Referral procedure.**

Class teachers are invited to put forward children who they feel will benefit from Nurture provision. This is done via the referral form which is a whole school Inclusion referral. The referral is completed and goes to the SENCO. If a decision is made to invite the child to the group then a letter is sent home to inform parents/carers. There is also a key list weekly meeting.

## **Assessment.**

Children involved in Nurture are assessed at the start using the Boxall profile. After completing Nurture the children are reassessed using the Boxall. They will then be reviewed termly as part of pupil progress analysis. A meeting and "life after nurture" report is written for staff to support strategies back to class.

## **SENCO role.**

The SENCO will line manage the Nurture team and take a lead responsibility for Nurture and Inclusion across the school.