



NURTURE POLICY

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

On

23rd November 2023

Chair of Governors

Steward

Head Teacher

Clarke

Last updated

23rd November 2023

Review

23rd November 2024

Be all that you can be...



Contents

Introduction	3
Our aims.....	3
The team.....	3
Inclusive practice.	4
Setting.	4
The role of the Nurture team.....	4
The Nurture provision.....	4
Referral.....	5
Referral procedure.....	5
Assessment.	6
SENCO role.	6

Introduction.

Our Nurture Team provide a number of different approaches, in order to help remove barriers to learning. They will work with children on emotional wellbeing, self regulation, resilience, mental health and bereavement, as well as SEN needs. This can be a regular intervention or on an ad hoc basis, depending on the needs of the child. The Nurture staff work as a team, so they can develop a full picture of the child's needs, in order to provide the most effective provision. The Nurture team meets weekly to discuss children who have been referred, or whom they feel may need additional support. They will then allocate appropriate provision for the child's needs.

Our aims.

- To provide a small-scale setting in which children can experience nurturing care from a team of caring, trusted 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 prior and post completion of a piece of work for those accessing nurture, tailored to the specific provision.
- To prevent possible exclusions.

The team

Comprises of a SENCO, 2 nurture practitioners, one 5 days per week and one 4 days per week, the Pastoral TA, the Forest School lead and assistant and the Deputy Head (Safeguarding and MHST lead).

- Cat Wall - SENCO
- Jodie Bevan- Nurture Practitioner
- Heidi Burton – Nurture Practitioner
- Kate Jones - Pastoral TA
- Alison Sheridan - Forest School Lead
- Belinda Taylor - Forest School Practitioner
- Jonathan Amies - Deputy Head

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 Nurture provision.

The Nurture team offers:

- 1 to 1 sessions tailored to the child's individual needs, giving them time and space to talk with a trusted adults.
- Pastoral support for pupils addressing a wide range of issues such as bereavement, home life, wishes and feelings.
- Drawing & Talking, Desty, Brick and ELSA therapies, depending on the need of the child, with a trained practitioner as part of the Nurture team.
- External therapies such as Play Therapy, Music Therapy and Dog Therapy.
- Nurture group.
- Forest school and Horticulture sessions.

Activities focus on the following:

- 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.

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.

Staff and parents 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 and Inclusion team. If a decision is made to offer the child a place 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 assessment relevant to their provision e.g. Boxall, SDQ, Forest school score. After completing Nurture the children are reassessed using the Boxall. They will then be reviewed termly as part of pupil progress analysis. The Nurture team help inform a child's support plan or IEP and have regular discussions with class teachers.

SENCO role.

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