

Nurture and Nurture SEND Provision Handbook



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Introduction

At Alderman Jacobs School, we have introduced Nurture and Nurture SEND Provision to ensure that all learners' needs are met and so that everyone can be successful at school.

It was recognised, by senior leaders, that increasingly more pupils were unable to function successfully in the primary school setting, either due to emotional, learning or behaviour needs. Nurture Provision has been developed to provide a different type of support where pupils can develop skills, including those of the Boxall Profile and the Primary National Curriculum, that will enable them to form successful relationships with peers and join in class-based learning.

Nurture UK describes Nurture provision as vital to pupils in developing emotional skills to prepare them for life:

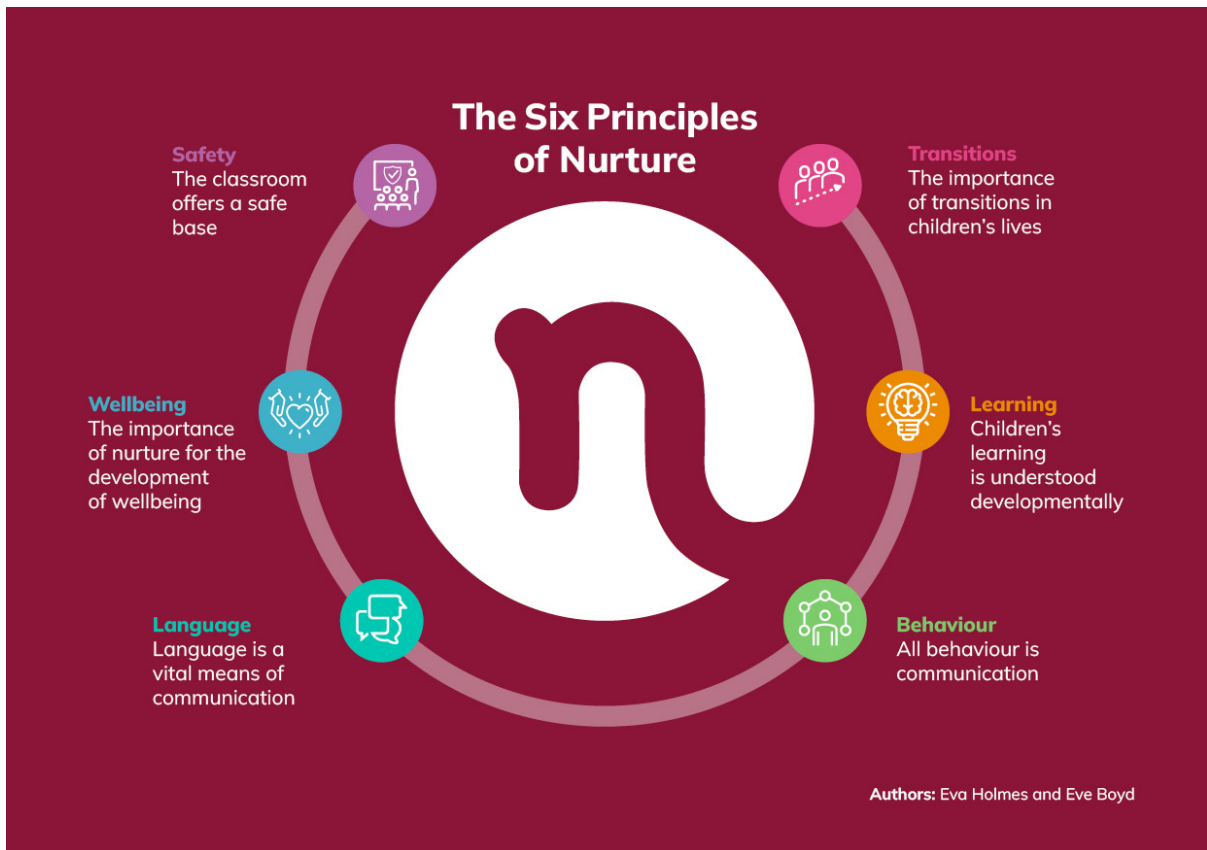
The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

Source: Nurture UK (<https://www.nurtureuk.org/what-is-nurture/>)

Nurture provision at Alderman Jacobs School provides support for pupils who are not 'classroom' ready and whose attainment, self esteem or behaviour communicate complex needs. Its purpose is to provide a setting that supports emotional and educational development for pupils who find the wider school curriculum and organisation overwhelming, in order that they can build skills and be ready for the next stage of their learning.

Aims and Objectives of the Nurture Provision



Source: Nurture UK (<https://www.nurtureuk.org/what-is-nurture/>)

1. Children's Learning is Understood Developmentally

In a nurture group staff respond to children not in terms of expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the appropriate standards: the Boxall Profile Handbook, the Engagement Model, the Early Years profile, Cambridgeshire Early Years Development Journal or Routes for Learning. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.

2. The Classroom offers a Safe Base

The nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. The nurture group is organised around a structured period of time with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. Nurture groups are an educational

provision making the important link between emotional containment and cognitive learning.

3. Nurture is Important for the Development of Self-Esteem

Nurture involves listening and responding. In a nurture group 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play / meals / reading / talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements: 'nothing is hurried in nurture groups'.

4. Language is Understood as a Vital Means of Communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups the informal opportunities for talking and sharing e.g. welcoming the children into the group or having breakfast together, are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

5. All Behaviour is Communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development, what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

6. Transitions are Significant in the Lives of pupils

The nurture group helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Nurture SEND Provision Overview

Nurture SEND provision supports pupils with complex needs who are working significantly below the age related standards academically for their year group. This group has Specialised Teaching Assistant support within all lessons and consists of a maximum of 10 pupils which is far smaller than classes within our school (around 30 pupils).

The Nurture SEND group is introduced to the full range of primary curriculum subjects in ways that are adapted to their needs. The focus is on meeting the targets of the relevant diagnostic profile through studying aspects of curriculum subjects (including early reading through phonics and early number), taught through continuous provision, key skills sessions and additional facilities such as Forest School, where available. Class teachers also provide adapted learning in discussion with the SENCO and Nurture SEND room leader, increasing the demand as they approach the point of rejoining the whole class. This will be for parts of sessions at first, building to single sessions and then a whole school day.

The aim of the group is to develop pupils' core skills and to support their academic development and social, emotional and mental health wellbeing (SEMH). Forest School supports the children in developing confidence, resilience and communication in a specialist way with our Forest School Practitioners.

All Nurture SEND Group pupils are part of their year group class and have a class teacher who they see regularly. During Nurture SEND provision, they receive support from related professional services such as the Specialist Teaching Team, Speech and Language or Play Therapy and the school's SENCo.

Nurture SEND Curriculum Information

For all children in all key stages within the Nurture SEND provision, the overall intent is that each pupil engages, achieves and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable and independent life possible.

Teachers carefully assess each pupil's abilities and plan the next individual pupil steps in all curriculum areas. Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas that include communication/understanding, personal/social development and key skills, and use these as targets on their APDRs. Where a pupil has an EHCP, targets are agreed through the set 12 month outcomes.

Year 1 pupils in the Nurture SEND group begin by continuing the EYFS framework which works towards the Early Years profile alongside Development Journals and Development Matters up until the end of Autumn Term. Beyond this, pupils work on the engagement model, additionally informed by Routes for Learning. Once able to engage in subject-specific study, pupils work towards the relevant Pre Key Stage or

Key Stage standards, informed by the Birmingham SEN Toolkit for maths, speech and language, reading and writing. The EEF SEND 5 a Day guidance is followed to guide pedagogical strategies.

Pupils access PSHE as part of circle time in the Nurture provision, with discreet additional sessions for some elements which are more in-depth dependent on cognitive demand. RE is taught through continuous provision in the setting or in class, depending on each individual's needs. PE will be experienced with each pupil's own class, supported by an adult.

Example day in Nurture SEND provision

8.30-9am	9-9.30	9.30- 10	10.00-10.20	10.20-10.40	10.40- 11.10	11.10-12
PPA/Set up	Nurture breakfast /life skills/ Finger gym	Maths	Continuou s provision/ APDR targets	Break	Phonics (through shared attention/ RWI)	English (sensory story)/Con tinuous provision

1.05-1.30	1.30-2pm	2-3pm
Gross motor/sensory circuit	Curriculum input	Continuous provision/curriculum/ APDR targets

Nurture Provision Overview

The Nurture group at Alderman Jacobs is the most intensive nurture support within our provision. This is made up of a group of up to 10 pupils who have difficulty coping with the demands of a mainstream primary classroom.

This group is significantly smaller than most mainstream groups within our school (around 30 pupils) and they have intensive, focused HLTA and TA support to facilitate their learning sessions. There is a focus on progressing through the Boxall profile with a view to developing their social, emotional and mental health wellbeing (SEMH) as well as core skills and resilience.

All Nurture pupils are part of a class, which they join when appropriate with the support of a known adult. When not yet able to participate in class, their class teacher will work with them at least weekly in the nurture setting.

Nurture Curriculum Information

Children in the Nurture group participate in their year group's core and foundation curriculum learning which is adapted to enable them to access it successfully. Where appropriate, children will participate in 'irresistible opportunities to learn' to facilitate re-engagement with the curriculum.

Monitoring, Progress and Review Information

The Boxall profile will be reviewed at least half-termly and will inform APDR targets and feedback to parents. Pupils with SEND needs may also be assessed against the Engagement Model, Development Matters, National Curriculum Pre Key Stage standards for English and Maths.

Feedback, Marking and Assessment

All work completed will be marked in line with school policy and in a way that bears in mind pupil preferences for this e.g. verbal feedback may be given where a pupil does not respond to their work being annotated by adults. This will be completed by the adults working with the child and fed back to their class teacher.

Class teachers are responsible for curriculum assessment at key school and statutory assessment points.

SEND Processes and the Role of the Wider SEND Team

Pupils in Nurture and Nurture SEND follow the school's established SEND provision routes, within the Nurture environment.

Entry Criteria for the Nurture and Nurture SEND Provision

Criteria	Nurture	Nurture SEND
<p>Criteria for entry - consider the following:</p>	<p>EHCP</p> <p>Pupil does not appear to be classroom ready, for example due to needs in relation to the size, organisation and structure of a primary setting</p> <p>Extended tailored support in relation to core skills may be needed</p> <p>Behaviour communicates a need that cannot be fulfilled in the primary classroom and could be classed as frequently 'difficult' and sometimes 'dangerous'. Behaviour is consistently disruptive to the learning of other pupils.</p> <p>SEND needs that have impacted on learning into the longer term</p> <p>Boxall diagnostic profile indicates a high level of difficulties, shown by a number of areas outside the expected range of scores for a competently functioning child around the development and diagnostic strands</p>	<p>EHCP</p> <p>SEND needs that have impacted on learning into the longer term</p> <p>Core skills of reading and writing or Maths significantly impacting on ability to access an age-related curriculum independently on most occasions</p> <p>Working at the level of the Key Stage below or at least 18 months below chronological age</p> <p>Enhanced support likely to be needed into the longer term in this area</p> <p>Extended support or adapted learning is in place for most of the curriculum</p> <p>Extended tailored support in relation to core skills may be needed</p> <p>Diagnostic profile indicates a high level of difficulties, shown by some areas outside the expected range of scores for a competently functioning child around the development and diagnostic strands</p>

Moving on from Nurture or Nurture SEND Provision

The Nurture provision at Alderman Jacobs School operates to support pupils in all year groups. At any point in this time, if a pupil is considered ready to move back into mainstream provision then this move will be facilitated and supported by the SENCO, in conjunction with the Assistant Headteacher for the phase.

Exit Criteria from Nurture and Nurture SEND Provision

	From Nurture to whole class	From Nurture SEND to whole class
Criteria for Exit	<p>Concentration on set activities for the duration of the task.</p> <p>The ability to work independently in a range of learning contexts or ask for support from adults when needed.</p> <p>SEMH needs that can be supported via a range of adult and independent strategies within a classroom.</p> <p>Considered able to cope with the mainstream classroom setting alongside peers. Minor dysregulation is managed by self, and/or with adult support within class.</p> <p>Additional support or differentiation in lessons is required to access learning appropriately but this has reduced significantly over at least a term.</p>	<p>Concentration on set activities and tasks for an age-appropriate amount of time.</p> <p>The ability to work with adult support in a range of learning contexts or use independent support strategies.</p> <p>SEND needs that can be supported via a range of independent or adult directed strategies.</p> <p>Core skills of reading and writing or maths are at a level where they can progress in a mainstream primary classroom with adaptations.</p> <p>Considered able to cope with mainstream classroom setting into the longer term with adult support available.</p> <p>Further tailored support in relation to core skills can be accommodated within a mainstream classroom.</p>