

**Christ Church C of E Primary School,  
Moreton**



# **Nurture Provision Policy Handbook**

Date written: July 2022

Date for review: July 2023

# Our Mission Statement

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *friendship, humility, forgiveness, compassion, justice and service* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God's concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

*Together we can do all things through Christ who strengthens us*

# Our School Vision

***Contributions from parents, pupils, staff and school Governors have determined the priorities for our school vision***

**A consistent school vision shared by all based on the following:**

*"Love must be completely sincere. Hate what is evil, hold on to what is good. Love one another warmly as Christians, and be eager to show respect for one another. Work hard and do not be lazy. Serve the Lord with a heart full of devotion. Let your hope keep you joyful, be patient in your troubles, and pray at all times." Romans 12:9-12*

## **Rationale**

At Christ Church School, we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child.

We recognise that some of our pupils are not always emotionally ready to learn when they come to school, and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Provision for a small group of key stage one pupils to support their social and emotional development.

## **Aims**

Our Nurture room provides a modified curriculum in an environment based on the six principles of nurture which are as follows:

- Children's learning is understood developmentally
- The classroom and school offer a safe base
- Nurture is important in the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children.

We aim to:

- Encourage the development of positive social relationships with both peers and adults.
- Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupils, while keeping them in close contact with their mainstream class.
- Support pupils to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on inclusion to reduce fixed term and permanent exclusion
- Support children to separate from family and transition confidently into school setting

## **Entry criteria into the Nurture room**

Initial identification of a child from a Class Teacher would be discussed informally with the SENCO and a SEN referral form completed and passed to the SENCO. Pupils are then discussed at regular leadership meetings. At these meetings, any concerns are raised by the SENCO, and appropriate actions identified and put into place to provide support. It would generally be the case that a pupil who is identified as potentially benefiting for the nurture group would be discussed at this meeting and initial wave 2 interventions put into place to address any difficulties within the classroom as a first stage intervention.

The following pupils would be considered for a place in the nurture group:

- Pupils who appear emotionally insecure – this may present as a lack of self-acceptance, low self-worth or a lack of trust.
- Pupils who are withdrawn and unresponsive.
- Pupils with a poor attention span.
- Pupils whose behaviour has not yet matured
- Pupils who struggle to self-regulate, behave impulsively, or inappropriately in other ways.
- Pupils who find change and transitions upsetting.
- Pupils who struggle to integrate into a mainstream classroom.

Should the concerns continue to exist, following wave 2 intervention, the Class Teacher will again liaise with the SENCO who will then complete classroom observations and the Boxall Profile will be given to the class teacher to complete. The SENCO will then meet with the Headteacher to consider if Nurture would be beneficial and if there is sufficient resource for the pupil to access. After this stage, the nurture teacher, class teacher and SENCO would arrange a meeting with parents to offer the provision and explain how it may benefit their child.

### **Assessment, Planning and Preparation**

Prior to joining the group, all pupils are assessed using the Boxall Profile. From this, targets are developed by the Nurture teacher, drawing on the information in the Boxall Profile as well as experience of the child's behaviour. Boxall Profile assessment will be completed prior to joining the provision and termly to monitor progress, identify areas for development and indicate reintegration. For this reason, targets will be reviewed regularly and adapted as required, dependent on the changing needs of the pupil. The Nurture Lead teacher will plan targets to focus on and evaluate each week with the child. This target will be familiar to the child and progress towards this target will be discussed at the end of each session. A copy of these targets will be sent to parents and discussed with them at regular meetings. To support assessment, observations will be completed by the Nurture practitioners and a log of the child's behaviour, emotions and interactions will be kept throughout their time in Nurture to facilitate comparisons and progress. The AHT will monitor the progress of pupils and provide support for the Nurture teacher along with the SENCO. A range of nurture-based strategies will be used to support the pupils in developing their social and emotional learning.

Based upon the child's ability to access appropriate communication expectations, the following strategies may be used in the nurture room:

- Through a puppet or soft toy, the pupils will be introduced to the rules to follow to show good listening. They will be encouraged to demonstrate these rules for themselves and look for good listening in others.
- During talking and listening times, particularly during social breakfast and snack time, the pupils will be encouraged to speak relevantly and to wait for their turn, replying to and complimenting others.
- Games and role play will be used to demonstrate behaviours such as fidgeting, distracting and being distracted.
- Puppets, masks, posters and other prompts will be used to encourage the pupils to reflect on how they feel, and on how they can affect the feelings of others.
- The pupils will be encouraged to quickly respond to instructions from all adults but also to operate independently when appropriate and to use their own initiative.
- Positive praise will be used constantly and at every opportunity to encourage the pupils and green points will be awarded to enable them to feel a sense of success.
- Reflection on achievements regarding their targets will enable the pupils to monitor their own progress.

### **Organisation**

The Nurture room will have one full time teacher and one full time Teaching Assistant, with a part time Teaching Assistant supporting pupils accessing mainstream KS1 classes.

The Nurture Provision operates every day and the provision caters for up to 8 pupils at a time. In order for children to have a sense of belonging and independence, they will be encouraged and supported to be part of their mainstream class for the start and end of the day and will access Nurture according to their needs. We recognise that some children will need more intense support and will spend longer periods of time in the nurture provision, whereas others may only need nurture support at specific times of the day.

The full time teacher will be given one full afternoon per week for PPA time to plan for the provision, prepare resources and keep up to date with record keeping. During this time, they will plan for the following week, taking account of the pupils' progress so far towards their targets. Plans are annotated to show progress across the course of the week, using effective assessment for learning. The teacher will also use this time to liaise with the class teachers so any child who accesses nurture can be discussed so that provision is matched to the children's needs and ability both in mainstream classes and in the nurture provision.

Where appropriate, the children will go into their class arrangements for lunch. However children accessing Nurture can have their lunch served as a social lunch in the provision, and as development allows, they will be supported to

integrate with the remainder of their cohort in the school hall for lunchtime. Some pupils in nurture will have playtime with the rest of their cohort on the playground, although some may have a supported social play initially based on their level of need.

The amount of time that children will access the nurture room is flexible and is purely based on the child's needs. Every child's timetable will be different to reflect the amount of time that they will be in the nurture room.

The following timetable is an example of a **typical day** in the nurture room, however children will access at certain times and may change with forest schools and PE slots.

<b>8.45-9am</b>	Arrival- into classrooms if child is able, otherwise into nurture provision – parent can take child into nurture to settle them for a smooth start to the day
<b>9-9.15am</b>	Gather in home area for welcome time together
<b>9.10-9.40am</b>	Phonics – with cohort for children who are able to access classrooms or in nurture for those who need it
<b>9.45-10.15am</b>	Social breakfast around the table. Breakfast monitor will set up breakfast with TA and lay table etc Teacher with rest of group – emotional literacy
<b>10.15am</b>	Playtime outside with cohort or supported social play if needed
<b>10.30am</b>	Teaching input – with cohort for children who are able to access classrooms or in nurture for those who need it
<b>11am</b>	Work based focus activity and play based activity carousel (limited choice)
<b>11.45am</b>	Lunchtime
<b>12-12.20pm</b>	Outdoor play
<b>12.20-12.50pm</b>	Sensory provision
<b>12.50-1.05pm</b>	PSHE / circle time
<b>1.05-1.20pm</b>	Teaching input – with cohort for children who are able to access classrooms or in nurture for those who need it
<b>1.20-2pm</b>	Work based focus activity and play based activity carousel (limited choice)
<b>2-2.20pm</b>	Snack and drink around table
<b>2.20-2.40pm</b>	Collective worship
<b>2.40-2.50pm</b>	Stretch and reflect / peer massage
<b>2.50pm</b>	Reflection of the day – praise and reward celebration time
<b>3pm</b>	Story & get ready for home
<b>3.15pm</b>	Dismissal – parents to collect from nurture room door, or from playground with rest of cohort.

### Reintegration

At Christ Church School, we place an emphasis on ensuring that the pupils within our nurture class are ready to be successfully integrated into their mainstream class. If a pupil is not ready to be integrated, their time within the nurture setting will not be limited but this reintegration process will be defined by the child's development. The pupils will access elements of the school day with their cohort and will return to the nurture room in between these sessions of integration. All occasions of reintegration will be supported by nurture room staff initially until the child is able to access the mainstream class independently and successfully.

When the Nurture staff feel that a child is ready to reintegrate back into their mainstream class completely, using evidence from their Boxall Profile and consultation with SLT and the SENCO, they will carry out an additional assessment of the child to further understand their strengths and development areas. From this point, a reintegration plan will be derived, focusing on a staggered reintegration to ensure success. When a collaborative decision has been made to reintegrate the pupil, the Nurture staff will meet with the class teacher to discuss the pupil's readiness for reintegration. The Nurture teacher will meet with the pupil's parent and a timetable for staggered reintegration will be planned and implemented. A further follow-up meeting will be scheduled, once reintegration has occurred to review the child's progress and identify any further support that may be required.

## **Behaviour Management**

**Rewards:** The nurture class will follow Christ Church's behaviour system of class charts. Pupils will be awarded green points for positive behaviour choices and for every 100 points collected, they will receive a certificate of merit. Every Friday, those children from Nurture who are able to access celebration assembly will join in with the infant celebration assembly and a star of the week will be awarded for good work.

The Nurture room will have a kindness captain sash and a child will be chosen weekly to wear the sash for being a kind friend to others.

**Sanctions:** In addition to the green points on class charts, children may be awarded a red point for negative behaviour choices. This follows an amber warning which is given to enable opportunities for pupils to turn their negative behaviour around and to correct their wrong choices.

**Personalised systems:** Children who access nurture may have their own behaviour plans to address the targets on their Individual Plan. These will be drawn up by the nurture lead teacher in conjunction with the child's class teacher so that there is consistency for the child. These plans are then shared with parents / carers and are reviewed termly (or earlier if appropriate).

## **The Involvement of Parents, Carers, Other Pupils and Staff**

The Nurture Class practitioners will be in the nurture room every morning ready for children and parents to come in between 8.45-9am. Once pupils are settled, parents can discuss any informal questions or concerns with the teacher, but it is advised that children are left once settled so the day can start smoothly.

Those children who are able to start the day in their mainstream class, will do so.

A leaflet will be sent to parents upon entry to the group, giving them information about the setting and answering any questions they may have.

Parents will be invited into the setting regularly to discuss their child's progress and to understand how the setting works and is supporting the child's needs. Parents will also be invited to social events to interact with their child including stay and plays and book look pop in sessions. Class Teachers of the pupils who attend the Nurture Class, should attend snack time at least once per half term to ensure they see nurture practice in operation and develop an effective relationship with the pupil. Termly meetings between the Nurture staff and the Class Teachers should take place to inform assessment information, and to support reintegration for pupils.

Parent surveys will be completed, on a formal basis, termly to ensure that the views of parents are recorded. Informal viewpoints will be gathered daily through conversations with parents. Should parents require additional support from the Nurture teacher, they are able to make an appointment by telephoning the school office or liaise directly with the nurture staff team via the email address: [nurture@christchurch-moreton.wirral.sch.uk](mailto:nurture@christchurch-moreton.wirral.sch.uk)

The Nurture teaching team will work closely with our Child & Family Mentor and can further support parents by providing reward charts or additional resources to support the child's development outside of school.

## **Monitoring and Review**

The progress of the individual pupils will be measured through the termly review of the Boxall Profile. This will be reviewed in conjunction with their general assessment data. This date will be moderated by the class teacher, nurture teacher and will be monitored by the SENCO. The Nurture Provision will also be subject to regular monitoring in line with the SLT monitoring schedule.