

Manor Hall Academy



NURTURE POLICY AND REVIEW

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

Amendments

CICELY HAUGHTON SCHOOL

NURTURE POLICY & REVIEW

Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of the Nurture Curriculum at Cicely Haughton School.
- IT WAS DEVELOPED during the summer of 2011 through process of consultation with teaching staff and has been annually reviewed.
- THIS POLICY WILL BE REVIEWED ANNUALLY.

Nurture Statement:

The aim of the Nurture curriculum is to provide children with opportunities to build self-esteem and to value their achievements so that they are confident to try new activities and initiate ideas. The Boxall profiles enable Nurturing sessions to be part of a rich and vibrant curriculum on offer to the children tailored to meet each of their individual needs. Through a nurturing curriculum staff model positive relationships and provide children with a secure and predictable environment where they can learn and play together in an environment where they can trust adults to be kind, helpful and concerned about their well-being.

What is Nurture?

- A Nurture group is a small special class that provides a safe and predictable structured environment in which children are given opportunities to re-visit early missed 'nurturing' experiences conducive to early developmental learning. A Nurture group is used as an inclusive provision for very vulnerable children with Social, Emotional and Mental Health Difficulties (SEMH). Within a Nurture group, teaching staff and teaching assistants model positive relationships and there is an emphasis on the development of language and communication skills. Children work 1:1 with an adult, in pairs and in small groups and their levels of achievement are raised by carefully targeted teaching/learning opportunities through the intervention of Nurture work. Parents/carers are consulted regularly and encouraged to work in partnership with the school to create a positive and professional relationship between school and home.

OUR AIMS IN a NURTURE GROUP and IN NURTURE LESSONS are to:

- Provide a restorative experience of early nurture in the school environment
- Provide a secure, predictable, nurturing environment where children can learn and play together in an environment where they can trust adults to be kind, helpful and concerned about their well-being.
- Provide an environment to specialise in making progress towards the development of personal, emotional and social aspects of learning through enhanced play and social experiences.
- Enable children opportunities to build self-esteem and to value their achievements so that children are confident to try new activities and initiate ideas.
- Set clear boundaries to enable children to understand the expectations of acceptable behaviour, have understanding of cause and effect and learn skills to better cope with tolerance, frustration and disappointment.
- Provide a rich and vibrant curriculum incorporating the National Curriculum and the Boxall Profile to meet the individual needs of the children in Nurture.
- Encourage children to enjoy learning and their experience of school by creating nurturing experiences into the National Curriculum.
- Support the parents and carers of the children in Nurture by making the group accessible, familiar and supportive to the parents and carers so that the children's progress in school contributes to their well-being at home.

The Nurture Group Principles

- Children's learning is understood developmentally.
- It is understood that all behaviour is communication.
- The classroom offers a safe place.
- Nurture is a vital means of communication.
- The importance of transitions in children's lives is understood

(Lucas et al., 2006)

How NURTURE links to the whole School Intentions

Our Intentions

Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<p style="text-align: center;"><u>With improved positive physical and mental health</u></p> <p>Physically active nurture sessions including the fitness room, team building games – mindfulness colouring sessions, happy positive play times, positive social interactions with others, positive language used around them, praise, positives of themselves identified and praised</p> <p style="text-align: center;"><u>With life skills enabling them to access the world around them</u></p> <p>Learn to cooperate with others, to take turns in activities, games, supporting their ability in the future to work with others, positively interact with others</p> <p style="text-align: center;"><u>As enriched individuals</u></p> <p>Learnt skills to cooperate with others, work with others, have patience to work by themselves enabling them to access other areas of the curriculum</p> <p style="text-align: center;"><u>With improved self-regulation</u></p> <p>Learning how to cope when they 'can't' do something first time, determination to try again, mechanisms for dealing with frustrations in appropriate ways.</p> <p style="text-align: center;"><u>With improved independence</u></p> <p>Learning to play independently without controlling others, without the need for continuing support. Staff praise independence</p> <p style="text-align: center;"><u>As responsible and respectful citizens</u></p> <p>Respect other people's property, respect other people's privacy, respect other peoples space, not taking over during games/activities, respect own property, being responsible for their own actions</p>

Strategies for the Teaching of the Nurture Curriculum

- THE NURTURE CURRICULUM IS ORGANISED as part of an integrated approach to learning wherein Nurture is integrated into other subjects and aspects of the school day:
- NURTURE IS TAUGHT throughout the school during designated times in the timetable, all teachers plan for the nurturing sessions following individual targets linked to the Boxall profiles and **EHCP small step targets**
- EXCELLENCE IN NURTURE IS CELEBRATED in display, performance and rewards including:
 - Suitably mounted displays in the classrooms and throughout the school
 - Class assemblies and celebrations
 - Photographs displayed
 - Praise and rewards including mentions, stickers, badges, certificates, prizes, trips, outings, treats

How is the Nurture Curriculum Implemented?

Implementation	
How is the subject timetabled? How do we know this happens?	Specific 'Nurture' sessions are added into the weekly timetable 3-4 sessions weekly
How is the subject mapped out? How are we ensuring coverage?	EHCP small step targets are set for all children and sessions are linked to meeting the needs of the individual children, this is highlighted on the Nurture planning documentation.
Can we see progression across the school within pupils' books?	We do not have books to identify progression but Boxall's are completed termly and progress can be identified on these, the EHCP tracker which will track their progress towards their small step targets and subsequently their full SEMH targets.
How is assessment used to impact learning? How do we know it is accurate?	Boxall Profiles are used to assess and monitor the children's development throughout the school. Staff have been trained how to use the system to assess the children and scores are recorded. The EHCP Tracker monitors progress towards the children's individual small step targets.
How confident are staff with the subject? How do we know?	Boxall Profiles are used to assess and monitor the children's development throughout the school. Staff have been trained how to use the system to assess the children and scores are recorded. Staff are confident with using the EHCP Tracker. Nurture lead monitors assessment termly. Spotlights are completed – help and support offered to staff if required, regular monitoring of planning also helps to ensure staff are confident with planning the Nurture sessions.

Strategies for Ensuring Progress and Continuity

- **PLANNING IN NURTURE** is a process in which the National Curriculum and the Boxall Profile are combined to provide opportunities for nurturing experiences. The Nurture Curriculum includes:
 - Breakfast and lunch times where children and adults sit together in a family like environment to experience the social aspects of preparing food, eating and clearing away to provide positive interaction and give children independence and self-worth.
 - Play (structured, creative, imaginative) in the lounge, school grounds and through visits and outings.
 - cooking.
 - Art.
 - Story
 - Lounge time, where children have the opportunity to attach to members of staff and enjoy some relaxing video time in a safe and secure environment. In this time children learn to sit together and respect one another as they share space and experiences in a homely environment.
 - Circle Time and PSHE
- In addition to the Nurture Curriculum the children in Nurture will have access to the whole school Curriculum in which they will receive teaching in English, Maths, PE (including a weekly swimming lesson, during one term per school year), DT, Computing, Music and other curriculum activities available to the school.
- Timetable plans (including detailed lesson plans) are drawn up by the Nurture Teacher and class Teacher and monitored by the Head Teacher and governor with responsibility for Nurture.
- **THE ROLE OF NURTURE TEACHER** is to:
 - create a safe and secure environment in which children will flourish and their learning is enhanced.
 - Actively develop and maintain positive relations with children in Nurture and the whole school.
 - Take the lead in planning, resourcing, monitoring, assessment and policy development to promote Nurture Intervention and continuity in Nurture throughout the school.
 - Keep up to date with developments in Nurture in education and disseminate information to colleagues as appropriate including the liaison with outside agencies involved with Nurture Intervention.

- Communicate with parents/carers to maintain home/school liaison encouraging friendly supportive relationships between parents and school staff, including visits home or school as appropriate to the needs of individual children and family.
- THE ROLE OF THE CLASSROOM ASSISTANT IN NURTURE is to:
 - Create a safe and secure environment in which children flourish and their learning is enhanced.
 - Assist the Nurture Teacher through all aspects of the Nurture Curriculum whilst modeling good relationships with staff and children
 - Assist in the running of the Nurture class to ensure resources are kept accessible and the environment is inviting and safe for the children and visitors
 - Assist in the Nurture learning area by preparing materials and supervising activities
 - Assist on outings and visits
 - Provide other help, such as demonstration of specialist skills

How do we measure the Impact of the Nurture Curriculum?

Impact	
Do all groups have equal access to the curriculum? How do we know?	Timetables show the identified times for nurture for their groups. Each class has 2-4 scheduled Nurture sessions each week, weekly planning identifies the intended sessions for the week.
How does varying staff confidence impact on the curriculum?	Varying staff confidence can have an impact on the curriculum that is taught in different groups but KLH is working closely with staff to build their confidence and support new ways to deliver and implement nurture into classrooms. KLH has also been working closely with the TA's to support their knowledge of Nurture and therefore helping create confident teaching groups.
Things to celebrate	
<ul style="list-style-type: none"> - Teachers have a better understanding of the benefits of play in the classroom - Equipment in rooms is slowly building up - Children enjoy their nurture time - Children are benefitting from Nurture time in class 	

- THE ROLE OF THE HEAD TEACHER is to:
 - Create and encourage a nurturing ethos throughout the whole school
 - Be part of the placement of pupils into the Nurture class and to facilitate the reintegration of the children from the Nurture group into the rest of the school.
 - Support the Nurture Teacher in planning, monitoring and evaluation of the Nurture room and group
- THE ROLE OF THE GOVERNING BODY is to:
 - Ensure that provision within the Nurture area is of a high standard.
 - Review annually the allocation of resources to the Nurture group from the school's budget.
- FEEDBACK TO PUPILS about their own progress in NURTURE:
 - Is achieved through the discussion of Boxall Profile and EHCP targets.
 - Aims to help children learn by being positive and constructive
 - Is constant, giving plenty of praise throughout the day and offering support and advice, coaching them through situations they find difficult to cope with.
- FEEDBACK TO PARENTS/CARERS about the progress of the children in NURTURE is achieved through:
 - Written communication in the home/school journal at least once a week.
 - Telephone calls (as and when required).
 - Visits to school on invitation or request.
 - Annual reports and reviews.

Strategies for the Use of Resources

- CLASSROOM RESOURCES IN NURTURE is kept within the Nurture area.
They include:
 - Classroom with teaching resources, interactive SMART whiteboard with desktop and two additional desktops for the use by children and book corner.

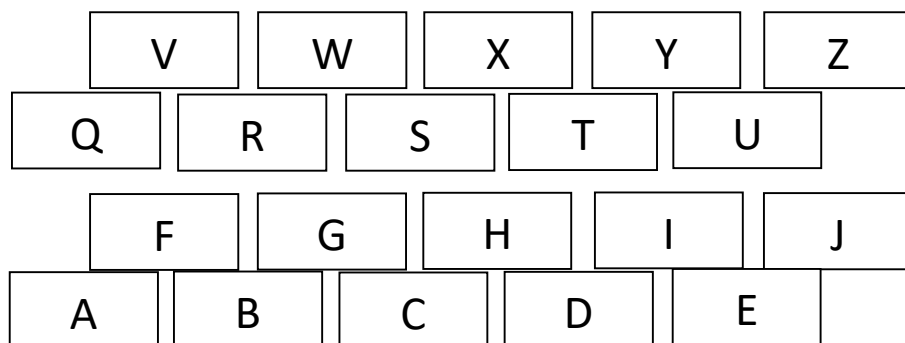
- Lounge/playroom with TV lounge area, sofas and soft furnishings, the playroom is equipped with a purpose-built role play area and diverse range of toys, dressing up, home corner, equipment and games
- Kitchen with useable oven, microwave, fridge-freezer and dining table, cookware and equipment
- Art and crafts cupboard stocked with art, playdough, parachute, tents, sand play toys and outdoor toys and equipment
- Girls and boys separate toilets
- VISITS AND TRIPS are an integral part of the Nurture curriculum and are carefully planned to support classroom activities
- COMPUTING is a major resource which is used in Nurture for:
 - Teaching and learning
 - Play
 - Digital Camera work

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.

Progression of Skills

A-E - These are the most basic skills and they need to be dealt with first - As a whole school we need to focus on these key skills. All new children entering the school have an individual target 'B' to specifically focus on. All other children will have had a Boxall completed and a target for them will be based between A-E. Even though children have their individual targets that they need to focus on - all targets should be aimed at to build the solid foundation

Wall of Development - Demonstrating the importance of building and securing the building blocks of development



Working on the basic skills (developmental strands) has a knock on effect on the Diagnostic Profile, it acts like a see saw if you begin to balance one side it helps to balance out the other.