

# Nurture SEND Provision Handbook



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## Introduction

At Wittering Primary School, we have introduced Nurture SEND Provision to ensure that all learners' needs are met and so that everyone can achieve their potential 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. Nurture is a tried and tested way of relating to children that helps them develop vital social skills, confidence and self-esteem, and become ready to learn.

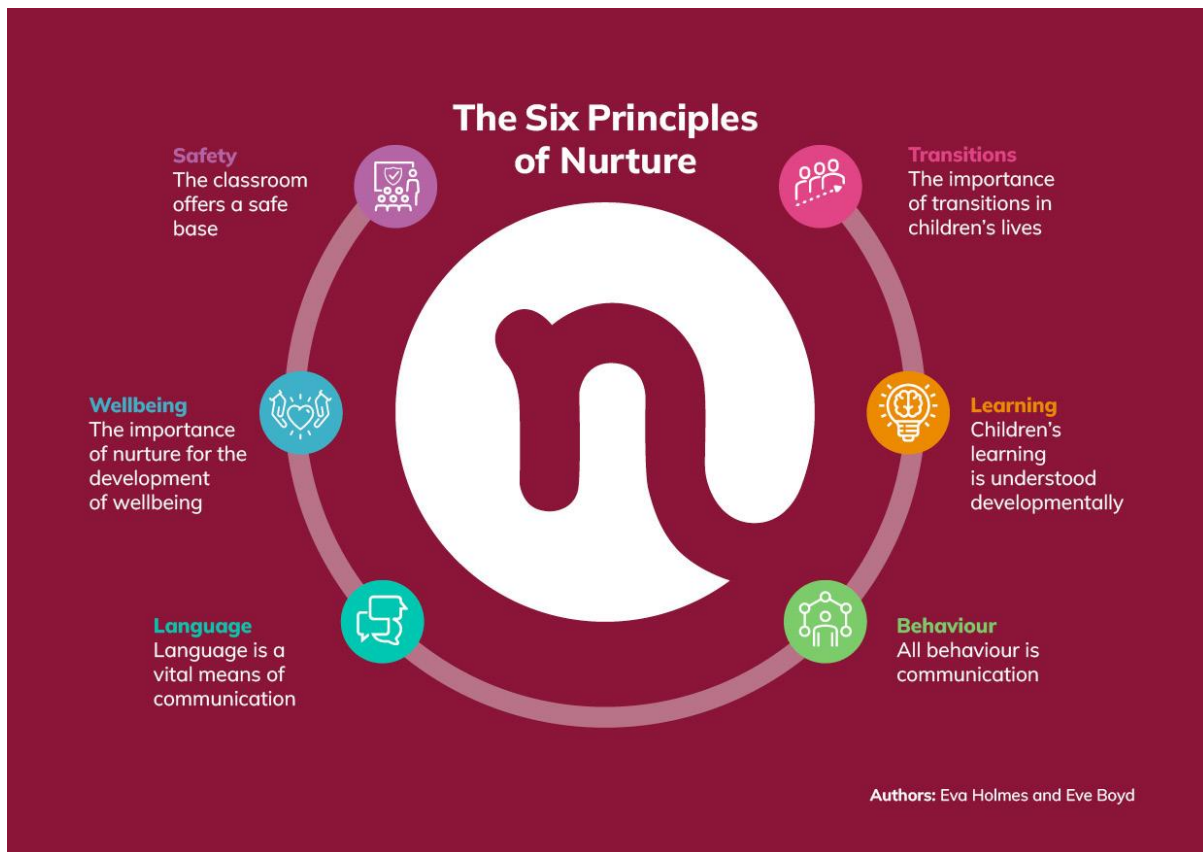
Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach to education 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, and to develop their resilience and self-confidence. It encourages pupils to take pride in achieving - addressing the social and emotional needs that can hamper learning.

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

Nurture groups address the social, emotional and learning needs of individual pupils by providing the necessary help to remove the barriers to learning. There is great emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting and warm environment that helps pupils develop positive relationships with both teachers and peers.

## Aims and Objectives of 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, Leeds Developmental Journal or Cherry Tree framework. 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 structured periods 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 or communication skills to 'name' or express how they feel. In nurture groups the informal opportunities for communicating and sharing e.g. welcoming the children into the group shared circle time, are as important as the more formal lessons teaching language skills. Words are used alongside actions/symbols to express feelings and opportunities are created for intensive interactions and encouraging imaginative play to understand the feelings of others. Children will have access to a range of communication strategies to enable them to have total communication skills they can use to express their opinions, wants and needs.

### **5. All Behaviour is Communication**

This principle underlies the adult response to the children's behaviours. '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 and meet children's needs or encourage positive behaviours. 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 Teaching Assistant support within all lessons and consists of a maximum of 5 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 and appropriate to their developmental stage. 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 outdoor learning, where available. Class teachers also provide adapted learning in discussion with the SENCO, increasing the demand as they approach the point of rejoining the whole class. Class teachers and SENCO will spend time in the nurture hub to provide specialist support to TAs. This will be for parts of sessions at first, building to single sessions and gradually increasing to a whole school day as the child is ready.

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).

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 may receive support from related professional services such as the Specialist Teaching Team, Speech and Language and the school's SENCo.

## **Nurture SEND Curriculum, Monitoring, Progress and Review Information**

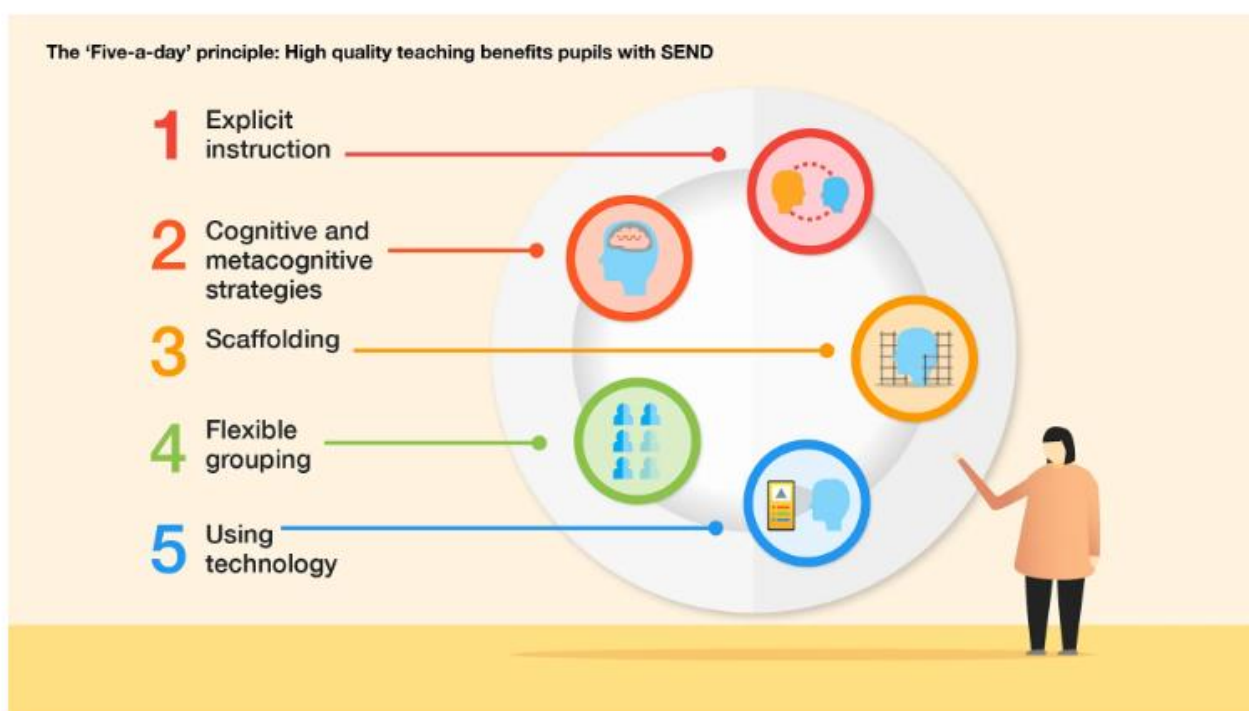
For all children in all key stages within the Nurture SEND provision, the overall intent is that each pupil engages, achieves and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable and independent life possible.

Children will have opportunities to learn through exploratory play and continuous provision. Workstations will also be used for focused activities and to work towards specific targets with children. Class teachers and SENCO will plan activities for children to reflect their interests. They will assess their progress towards their targets and provide targeted activities to support each child's targets.

Teachers carefully assess each pupil's abilities using a range of frameworks appropriate to a child's developmental level 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.

EYFS children will be assessed to ascertain their starting points. The engagement model and Leeds Developmental Journal will be used to ascertain the small steps of progress children make. The EYFS framework and profile will then be used alongside these documents to ascertain a child's progress.

Year 1 and 2 pupils in the Nurture SEND group will continue being assessed against the EYFS framework which works towards the Early Years profile alongside the Leeds Development Journal and Development Matters up depending on their developmental level. Pupils may also work on the engagement model. Once able to engage in subject-specific study, pupils work towards the relevant Pre Key Stage or Key Stage standards, informed by the Cherry Tree framework. Many alternative assessment tools have an expectation that progress is always linear. We know that is often not the case though, especially for children with learning differences, and Cherry Garden allows them to follow their own path. The EEF SEND 5 a Day guidance is followed to guide pedagogical strategies.



### *Special Educational Needs in Mainstream Schools*

Source- EEF- (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>)

Pupils access PSHE as part of circle time in the Nurture SEND 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.

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

### Entry Criteria for the Nurture and Nurture SEND Provision

Criteria	Nurture SEND
Criteria for entry - consider the following:	<p>EHCP or EHCP application submitted</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>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>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 SEND Provision

The Nurture SEND provision at Wittering Primary School operates to support pupils in Key Stage One. 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 Headteacher.

### Exit Criteria from Nurture and Nurture SEND Provision

	From Nurture SEND to whole class
Criteria for Exit	<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>
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