



Heathfield Primary School

Nurture Group Policy

Signed Head:

Signed Chair:

Date:

Nurture Group Policy

1. Purpose/aim of the Nurture Group

- To develop relationships between our more vulnerable children and several members of staff which is responsive to the particular needs of the children attending our school.
- To provide ongoing assessment and support for children showing signs of emotional, stress, learning confidence or behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To provide a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful integration into their mainstream class.
- To help children to learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with adults.
- To work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.

2. Description

Nurture Groups are a unique, preventative resource based on well documented psychological theory and research. The Nurture Group is based in a quiet area of school, using the Nurture Room or 4D.

Children attend for a maximum period of up to four terms. There will be a manageable number of children in the Nurture Group at any one time. The children will be those who have been monitored by the class teacher and SLT at pupil progress meetings who are in danger of falling behind. They are then referred to our Learning Mentor.

The nurture group timetable will alter each half term so that children are mixing with different groups of their peers and forming close bonds. Over the course of the half term, the group will meet with different staff and be involved in different projects to suit their individual needs, these may dovetail with an IEP if they are on the SEN register.

The Nurture Group will be overseen by the SENCo and the groups will be run by our Learning Mentor. These adults will work together as a team within Deep Support. The Nurture Group adults will not be asked to cover for absent staff within the school.

3. Planning, Preparation and Liaison

The Nurture Group Team will be given time to:

- Meet and work with parents
- Attend pupil progress meetings
- Keep notes of any observations
- Meet with school staff and other professionals

4. Outreach work

Nurture Group staff will develop links with other professionals as appropriate and work with them to enable the child and the family to be offered the most effective package of support. This may include the Behaviour Support Service, external Nurture or PRU (pupil referral unit) provision or Social Services and Families First.

5. Referral procedures

All referrals will be made, in consultation with parents, and discussed with the SENCO, Class Teacher and Learning Mentor.

A variety of assessment procedures will be used to inform referrals.

Parents will be kept fully informed about the outcomes of these meetings and the reasons for referral via the SENCO.

In the case of emergency referrals; ie following challenging home circumstances, 1:1 sessions with the Learning Mentor will be established to assess the needs of the child.

6. Entry/admission criteria

Parents will always be consulted prior to a child being placed in the Nurture Group.

Placement will be considered for children who are underachieving for social, emotional or behavioural reasons. This could include:

- Children who are very restless, cannot listen, behave impulsively or aggressively
- Children who are withdrawn and unresponsive and who have difficulty relating to others
- children who experienced challenging home circumstances

8. Exit criteria

Reintegration will be planned with the SENCO, parents, Class Teacher, Nurture Group team and other Key Adults consulting with the School Educational Psychologist where appropriate.

Where reintegration is not considered appropriate an alternative action plan will be agreed. This may involve assessment at the next stage of the Code of Practice.

9. Parental links

The school will work in partnership with parents to design the best support package for the child. All children attending the Nurture Group sessions on a regular basis require resources beyond those usually provided by the school and this information will be integrated into a child's IBP/IEP/PEP.

For children accessing nurture group as a short term 1:1 support, this information will be noted on CPOMS by the class teacher

11. Role of the Learning Mentor

The Learning Mentor works in partnership with the Deep Support team; our SENCO and TLR for Deep Support. The Learning Mentor carries out boxall profiles to baseline children at the start of their nurture journey. This baseline is then used to look at the needs of the child and as a way of measuring the impact of the provision over time.

The Learning Mentor is the first port of call for a child in crisis and is also responsible for deploying SMSAs and Play Leaders to ensure smooth lunchtimes.

Working with children, the Learning Mentor may carry out 1;1 sessions, nurture group focus times or in class support to allow children to access their learning. The learning Mentor may also withdraw children from class if there are indicators that their emotional state is restricting their learning or the learning of others. IN all cases, the situation will be responsive to need and the Learning Mentor will work flexibly to assess the optimum learning and support situation that can be put into place.

Responding to a child in crisis

If a child has gone into a crisis situation, the nearest member of staff will send another adult or pupil to find the Learning Mentor, whilst ensuring there is support and safety for both the class, and the child in crisis. The Learning Mentor will assess whether the child can be safely removed from the classroom/ learning space, or they may have taken themselves out of the learning environment.

Appropriate calming down time will be given in accordance with guidance provided by the Behaviour Support Service. It may be necessary to keep the child (or others) safe from harm by placing in a safe hold. The Learning mentor and other senior leaders have had Team teach training and this is covered in our behaviour policy. Should additional support be needed, the Learning Mentor will send for SLT, who will then follow the school's behaviour policy.

12. Monitoring and review of provision

The Nurture Group will be evaluated through the school's internal monitoring systems;

- assessing the impact of provision through measuring improvements in the boxall profile
- assessing progress of the child at pupil progress meetings and assertive mentoring meetings
- through the CAM cycle if other agencies are involved
- through reporting and liaising with parents
- through OFSTED inspections.