



# Collaton St Mary Nurture Group Policy

## Including Assessments grids

### Rationale

At Collaton St Mary Primary 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 at Collaton St Mary Primary School and that they require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group, called the Nest, (in our community room) for key pupils to support their social and emotional development.

### Nurture Principles

The Nest provides a modified curriculum in an environment based on the six principles of nurture which are as follows:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives

#### 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 base 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.

## Referral and Entry Criteria

Initial concerns from a Class Teacher would be discussed informally with the SENDCO. Pupils are then discussed at a weekly SLT meeting. At this meeting, any concerns will be raised by the SENDCO and rest of the SLT, and appropriate actions identified and put into place to address these concerns. It would generally be the case that a pupil who is identified for the nurture group would be discussed at this meeting and in-class support put into place to address any difficulties.

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 poor social skills, who cannot share, are demanding or uncooperative.
- Pupils with a poor attention span.
- Pupils who demonstrate immature behaviour.
- Pupils who behave aggressively, impulsively or inappropriately in other ways.
- Pupils who find change upsetting.
- Pupils who appear unable to integrate into a mainstream classroom.

Should the concerns continue to exist, following in-class support, the Class Teacher will again liaise with the SENDCO who will then consider whether the Nest is the appropriate provision. If approved, observations will be completed by the Nest Leaders, and the Nurture assessment grids will be given to the teacher to complete. The Nest Leaders and SENDCO will discuss whether the nurture group is an appropriate provision and arrange a meeting with parents if appropriate.

## Assessment, Planning and Preparation

Prior to joining the group, all pupils are assessed using the Nest assessment sheet - see appendix. From this, targets are developed by the Nest Leaders, drawing on the information in the assessment, as well as experience of the child's behaviour. This assessment will be reviewed half 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. To support assessment, observations will be completed by the Nest Leaders and supporting staff.

The Nest Leaders 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. Targets will be shared with parents/carers and discussed with them at meetings.

A range of nurture-based strategies will be used to support the pupils in developing their social and emotional learning. These may be as follows:

- Stem activities to develop problem solving, teamwork and relational skills.
- The pupils will be introduced to the rules to ensure Nest provisions are positive for all.
- They will be encouraged to demonstrate these rules for themselves and look for good listening in others.
- Cooking and craft activities to develop sensory, team skills and to provide a conducive environment for shared talk
- During talking and listening times, particularly during snack, 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 dojo points will be awarded to enable them to feel a sense of success.

The Nest Leaders will be given timetabled sessions to plan for the provision, prepare resources and keep up to date with record keeping. Occasional additional sessions may be allocated in discussion with the SENDCO.

## Day-to-Day Operation

At present the Nest Provision operates every day from 1.30 pm to 2.40 pm, catering for 6 to 9 pupils at a time. Pupils are collected and returned by the two Nurture Practitioners from their classes.

In the rare event of staff absence, the SENDCO or head will make the decision, dependent on the needs of the pupils and the availability of other staff, as to whether to use another member of the support team (who are well known to the pupils in the provision and trained specifically to support the needs of this provision) to support in the group for the day, or whether to close the provision for the day.

In the event of other staff being absent, the Nest Practitioners will not be called upon to cover classes or support other children. The Nest timetable is non-negotiable and should be considered as sacrosanct.

## Aims of the Nurture Group

- To provide a safe and predictable structured environment
- Allows children the opportunity to share concerns and worries in a safe space
- Provides strategies for pupils to better understand their emotions
- Provides opportunities for children to relate well to others, increasingly developing social skills
- To develop self-esteem and self-awareness for all children
- For children to increasingly develop self-regulation strategies
- For children to increasingly transfer their learning to other areas and situations.

## Monitoring and Review

The progress of the individual pupils will be measured through the half-termly review of the nurture assessment sheet. This will be reviewed in conjunction with their ILPs.

In addition, the Nurture Group Target Setting document will be used to measure the progress of pupils against individual targets (based on the nurture assessment sheet).

The Nurture Provision will be subject to regular monitoring in line with the SLT monitoring schedule.

## Reintegration

At Collaton St Mary Primary School, we place an emphasis on ensuring that the pupils within our nurture class are ready to be successfully reintegrated back into their mainstream class for the afternoons. If a pupil is not ready to be reintegrated, their time within the nurture setting will not be limited but this reintegration process will be defined by the child's development.

When the Nest Practitioners feel that a child is ready to reintegrate back into the setting, using evidence from their Nurture Assessments and consultation with their class teacher, they will plan a careful transition along with a celebration of their time in the Nest.

## Assessment of Reintegration Readiness (Appendix 3)

To assess reintegration readiness, we use the 'Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms' to assess our pupil's readiness for reintegration. This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

- 1= rarely fulfils this criterion
- 2= sometimes fulfils this criterion
- 3= frequently fulfils this criterion
- 4= almost always fulfils this criterion

**The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.**

**The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform future targets, track progress and inform planning for reintegration.**

## Self-Control and Management of Behaviour

Can accept discipline without argument or sulking	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointments with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
<b>Score</b>	<b>/52</b>			

1 = rarely	2 = sometimes	3 = frequently	4 = almost always
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## Social Skills

Can cope with large numbers of people	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4
Interacts and plays in positive ways with peers	1	2	3	4
Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts playmates in distress	1	2	3	4
Chooses own friends and maintains reciprocal friendships	1	2	3	4
Makes and accepts normal physical contact with others	1	2	3	4
Accommodates other children who ask to join in an activity	1	2	3	4
Is self-reliant in managing own hygiene and basic needs	1	2	3	4
Shows genuine interest in the news and activities of another child	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name and with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil	1	2	3	4
Can take turns in question and answer sessions	1	2	3	4
<b>Score</b>	<b>/80</b>			

1 = rarely

2 = sometimes

3 = frequently

4 = almost always

## Self-awareness and confidence

Willing to ask for help	1	2	3	4
Can accept responsibility for actions without denial	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Can risk failure	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
Contributes to class discussions	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc	1	2	3	4
Participates in large class activities e.g. dance, role plays, performances, etc	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc	1	2	3	4
Shows pride in achievements and presentation of work	1	2	3	4
Has self-esteem for self	1	2	3	4
<b>Score</b>	<b>/52</b>			

1 = rarely	2 = sometimes	3 = frequently	4 = almost always
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## Skills for learning

Can work alone without constant attention for brief periods	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them	1	2	3	4
Understands the structure of the day	1	2	3	4
Understands the role of the teacher and other adults in the room	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise him/herself if help is not immediately available	1	2	3	4
Responds appropriately to personal request from teacher	1	2	3	4
Will work alongside another pupil without attempting any distractions	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Shows a willingness to improve own literacy and numeracy	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks	1	2	3	4
Does not get up and wander around the classroom without a purpose	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Is willing to try complete a task independently	1	2	3	4
Pays attentions to class discussion and instructions	1	2	3	4
<b>Score</b>	<b>/84</b>			

## Approach to learning

Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to be reintegrated	1	2	3	4
Has parental support	1	2	3	4
Is courteous, and shows positive attitude towards staff	1	2	3	4
Can show an interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
<b>Score</b>	<b>/44</b>			

1 = rarely	2 = sometimes	3 = frequently	4 = almost always
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# Collaton St Mary Nurture Group Record of progress

**Pupil name:**

**Date of Birth:**

**Start date in Nurture Group:**

Date	Colour pen
Date	Colour pen
Date	Colour pen
Date	Colour pen

100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					
<b>Score in each area of learning</b>	<b>Self-control</b>	<b>Social skills</b>	<b>Self-awareness</b>	<b>Skills for learning</b>	<b>Approach to learning</b>