

Nurture Centre Policy



Policy Reviewed Autumn 2018

Next Review Autumn 2021

Signed Chair of Governors

Signed..... Principal

Introduction

At St Brigid's we aim to ensure that all children feel welcome, nurtured and secure. We are an inclusive school community and we endeavour to meet the needs of pupils who need additional support. In the Nurture Centre we provide opportunities for children who may find it difficult to play and learn and need additional support in social, emotional and personal development.

Rationale

Some children with learning difficulties may be identified before school age and the great majority should be identified very early in their school lives. Their general level of academic attainment may be significantly below that of their peers. Many will have poor social and emotional skills and may show significant signs of emotional and behavioural issues. In most cases, they will have difficulty acquiring basic literacy and numeracy skills, and many may have significant speech and language difficulties.

The Nurture centre caters for pupils with social and emotional needs specifically:

- Associated behaviour and adjustment difficulties such as poor concentration span and poor social skills. These behaviour difficulties may have an impact on learning or result in a lack of success and achievement in learning
- Learning difficulties
- Developmental delay in one or more areas
- Delay in language development, and co-ordination difficulties, and motor skills etc.
- Emotional challenges and stress

At St Brigid's we pride ourselves on our whole school Nurture philosophy. The whole school has incorporated the Nurture Philosophy by providing a nurture corner, a 'cosy corner' in each classroom so that all children have a safe place in their own class should the need arise. The majority of the mainstream staff have been trained by the Nurture Group Network in order to ensure all children are equipped to support in a nurturing environment.

Admissions

Children referred for admission will have significant needs in one or more of the areas identified.

Children not suitable for admission would include:

- Children with severe global developmental delay
- Children with specific needs associated primarily with physical or sensory impairment
- Children with severe communication disorder / autism.

Purposes

The Nurture centre offers a short term, focused intervention strategy for children aged 4 to 11 years. This strategy addresses barriers to learning arising from social, emotional and/or behavioural difficulties, in an inclusive and supportive manner. A core aim of the Nurture Centre is that pupils spend a significant part of the week in their mainstream

classes within the school. The children will continue to remain part of their own class and return full time within four terms. The children are withdrawn for three sessions each week. The policy for admitting children to the Nurture Centre will be determined by baseline Boxall Profile assessment and the SENCo, Class teacher and Nurture teacher's professional judgement. All children selected for the Nurture Centre will have significant needs as identified on the Boxall Profile developmental assessment strands and will be placed within a support group.

Trained staff create an attractive, safe, structured environment, within a number of areas using resources to bridge the gap between home and school. The creation of caring and trusting relationships are core to this approach. This policy is linked closely to the Additional Needs Policy.

Assessment and individually tailored targets and education experiences will be provided for children identified with additional educational needs. It is anticipated that most children in the Nurture Centre will remain there for a least two terms, maximum four terms. However, there may be some pupils who will need to move to a specialist resourced class.

Model

The Nurture Centre at St Brigid's is based on the Coventry Model, focusing on the family and addressing the needs of children from the three key stages. The groups can vary in size from a minimum of 6 up to a maximum of 10. Numbers of at least 6 are essential to ensure group dynamics and promote healthy discussion within the group.

Review arrangements

Each child's progress will be reviewed with parents, SENCo, Nurture teacher, class teacher and Principal as appropriate at the end of each term. Other professionals involved with the child will be invited at the discretion of the principal.

Links with parents and the mainstream class

Parents and families are very important to the success of the Nurture Centre. Staff will work closely with them and welcome them to join in agreed activities. Close links will be maintained with parents from admission, through regular consultation, mid-term reports and through review and planning meetings.

The aim of the Nurture Centre is to integrate pupils into the schools' mainstream classes at all times, while providing skills in which the children can cope in social situations and access the curriculum. Small numbers of selected pupils from mainstream classes will be invited to join the Nurture Centre children for specific activities in the centre, as appropriate to engage in reverse integration.

Moving on arrangements

When the Nurture Teacher considers that a child has met their objectives and successfully developed the affected areas as indicated on the Boxall Profile, a review meeting should be held with Nurture teacher, parents and Principal to ensure a smooth integration into the mainstream class.

Nursery Nurture

The Nursery Nurture was set up in 2010 on a part time basis to support the social, emotional and language needs of early years children. It is run by a trained assistant, who promotes a high level of parental involvement due to the age of the children. The children are assessed using the Boxall Profile. The Nursery Nurture follows the rationale and practices of the mainstream Nurture Centre.

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