



Nurture Provision at



Waunceirch Primary School



Introduction

Waunceirch Primary School is situated in a semi-rural location on the outskirts of Neath. There are currently 211 pupils on roll.

Nurture provision was set up in September 2006 and we are now into our 5th year. The Nurture group is referred to as “Smarties”.

Our Target Group

Our target group is usually those children who have social, emotional and behavioural difficulties. At Waunceirch Primary School we have a key stage 1 Nurture provision. Our aim is to provide support and guidance to enable the child to access the curriculum. Alongside this we use strategies to support the child and to raise their self-esteem and confidence which enables them to have positive experiences throughout their school life.



Smarties

Our Nurture group consists of pupils from Years 1 and 2. We have a separate demountable building which makes it a special place for the children as it is their own space away from the rest of the school. The group consists of up to 8 children. Smarties is staffed by 2 Learning Support Assistants, who work very closely with the Headteacher, SENCO and the mainstream class teachers.

The children usually access the Nurture Group with the expectation that they will return to their class in 2-4 terms.

The Nurture group runs from a Monday through to a Thursday during the pm session. We then have a Friday pm session whereby we plan, assess and liaise with the SENCO and the mainstream class teachers to share concerns and successes we may have with regard to the children.



The Boxall Profile

We use a tool called the Boxall Profile to determine whether the child needs a nurturing approach. We use this assessment as we feel it is a precise way of assessing the children, planning the intervention and measuring the success of each child. We use the Boxall profile as our entry and exit criteria into the Nurture group. Every child in key stage 1 is assessed using this profile in order to ensure that no child 'slips through the net'.

The Boxall profile is an eight page booklet. The profile has 2 sections: Developmental Section and the Diagnostic Section. The 2 sections consist of 34 descriptive items which are scored by the child's mainstream class teacher. The Boxall profile is completed by the class teacher as it is he/she who knows the child best.

Each list has a histogram on which the scores are recorded.

When assessing the profile the 2 sections are looked at together very closely. Meetings are held with all staff who are involved with the child. We look at the Boxall profile results and any other contributing factors which inhibit the child's ability to access the curriculum.

More information about the Boxall profile can be found at The Nurture Group Network.

www.nurturegroups.org



Planning

Our planning is linked directly with the Boxall profile. Each child is planned for according to their needs.

We use the results from the Boxall profile to create a planning sheet for each strand. Below is an example of one of the strands we plan for.

Boxall Statement	Target Group	Resources, strategies and Activities to be used
<p style="text-align: center;">A</p> <p style="text-align: center;">Gives purposeful attention</p>	<p>Maddie</p> <p>Keera</p> <p>Sophie</p>	<p>Staff to use hand gestures and use non verbal communication. Attract child's attention by using their name before giving the instruction.</p> <p>Elklan training course I completed will be particularly useful when planning for this particular statement.</p> <p>Claire to brief all nurture staff about communication strategies.</p> <p>Use of our visual timetable to ensure that the children are aware of the structure of the afternoon.</p> <p>To complete short tasks that are achievable to the child i.e. name Writing, jigsaws etc.</p> <p>Use of house points, stickers and Headteacher's awards to encourage the children.</p>

The Nurture Room



The Smarties room consists of 4 main areas:

1. Role play area



The Nurture Room



2. Dining Area



3. Living Room Area



The Nurture Room



4. Work/play Area



The Nurture Room

Displays in the classroom

Our Birthday wall



When it is one of the children's birthdays we have a special party for them. We decorate the room, have party food and of course "a cake". We also involve the parents by asking them if they would like to contribute to the party. The parents seem to like this idea as lots of them cannot afford to have a whole class party, but when there are only a small number of children it isn't so expensive. If the child has siblings within the school we also invite them along to join the party.

To ensure that we remember when it is each child's birthday, and for the children to see it too, we have this birthday display:



The Nurture Room



Helper Heddiw wall

Our daily helpers help with different tasks throughout the session. The children take in turns, in pairs, to be the helpers. We use an interactive display like this to show the children whose turn it is to be the helper.



The helpers will lay the table for snack time, prepare the fruit/sandwiches, pour the drinks and wash the dishes at the end of the session. The helpers are also responsible for making sure that the other children have tidied away after playing with the equipment in the classroom.

The Nurture Room



Self-register

As soon as the children come into Smarties they self-register themselves. This is a system we have whereby the children collect their name from the wall and match it to their picture.



The Nurture Room



Here a few of the displays the children have created:





Examples of activities we implement in the Nurture Group.



Examples of activities we implement in the Nurture Group.



Parental Involvement



The parents of those children identified are asked for their consent for the child to be part of the Nurture group.

Below is the letter which we send to parents:

Dear Parent of _____

As part of our programme for continuous School Improvement we try to ensure that the needs of every child are met.

Your child will have the opportunity of working in a small group situation with two members of staff.

The sessions will focus on your child's emotional and social development as well as on academic progress. The sessions will run for several afternoons per week, where resources allow. The sessions will greatly help your child's development before he/she enters the Junior Department.

I hope that you will support this initiative as we believe it will be beneficial for your child. I will keep you informed of the progress your child makes.

Yours faithfully

Mr L Workman
Headteacher

Please complete and return to your child's class teacher.

Child's Name _____ Class _____

I give permission for my child to take part in extra sessions to support his/her emotional and social development as well as academic progress.



Outsides agencies

The staff who are responsible for the children in our Nurture Group are fully aware of any issues that are relevant to their progress and development.

- Educational Psychologist works with SENCO who involves Nurture Staff in meetings and discussions re: nurture children, any recommendations and strategies that can be implemented are discussed openly and ideas pooled. Eg. Recent innovation, Smart Moves Programme, an OT programme to help fine and gross motor skills and general mobility, this is a screening programme and results will be shared with appropriate class teacher to inform planning and possible further referral for OT.
- School based counsellor, a cluster resource, aimed at whole school, we aim to use the service as a sort of cushion effect for KS2 pupils who have most likely been previous Nurture pupils who need on going EBD support.
- CHIP Project run by Barnados, again most likely to be used as a resource for previously identified Nurture Pupils in KS2. Nurture Staff are in close contact with mainstream staff, particularly through transition phase and highlight these services.
- Behaviour Support, works both in mainstream class and then follows through in Nurture to see where behaviours are most obvious, trigger factors etc. Again, close relations exist between all staff to ensure continuity re: strategies, expectations etc.
- AUTISM OUTREACH , who also deal with unusual or unacceptable behaviours also link in between mainstream and Nurture to ensure continuity and progression.
Speech and language programmes provided by Speech and language Team may also be used in Nurture sessions.
- Interventions from MEAS to support children who have English as an additional language.
- Whole school initiatives including cluster initiatives are also included in Nurture Planning and Delivery to ensure the smooth transition during the day and when children return to their class on a full time basis.

Evaluation



I am very proud of the Nurture Group at Waunceirch Primary School. It has had an overwhelming positive effect on all pupils who have had access to it during the past four years.

Individual progress is measured through their Boxall Profile scores and improvements are reflected in the children's ability to access the National curriculum successfully when entering Key stage 2.

Parents and all school staff agree that Nurture provision has had a positive impact on many aspects of school life.

**Mr Lee Workman
Headteacher**