



Nurture Room

Intervention Policy

At Jeavons Wood, we aim to offer a broad and balanced curriculum to ALL children all of the time. Sometimes we may find that there are times when certain children are unable, or are struggling to, access the curriculum fully. This may be for a variety of reasons; they may have a special need, are having a tough time outside of school or find it hard to regulate their own emotions and behaviour.

As part of our provision for these children, we are able to offer a Nurture Room intervention.

Our Aims

- To provide children with a safe, secure and predictable environment
- To develop a child's ability to regulate their own emotions and understand the impact of their emotions on their behaviour
- To improve a child's learning behaviours so that they can access the classroom successfully all of the time
- To re-integrate children back into the classroom
- To develop children's social skills
- To develop children's self-esteem

- To provide a calm environment
- To build secure and caring relationships between adults and children
- To help the children grow in confidence, trust and reliability
- To provide a secure environment where children learn
- To provide the children with nurturing care from two caring adults
- To help children learn the consequences of certain behaviours
- To continually assess the children social and emotional wellbeing and their mental health
- To prevent possible exclusion

The Principles of Nurture

(From the Nurture Network)

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

The Curriculum

The group provides a modified curriculum in an environment based on the six principles of nurture. The curriculum also has roots in the Foundation Stage curriculum with a particular emphasis on Personal, Social and Emotional learning. Learning and activities are based around a topic, usually a topic that reflects the children's current interests. Often the topic is based on what the children are currently doing in class. The children cook once a week.

The learning and activities focus on social and emotional wellbeing as a priority.

How the group is run

Currently the group takes place three afternoons a week and can cater for 4-8 children. The group takes place in the After School Club room which has a more 'homely' atmosphere. The Nurture Group staff have their own resources which they use with the children.

The Senior Leadership team, alongside the Nurture staff, will decide on any changes to the frequency and duration of the Nurture sessions based upon the children's needs, available resources and any other factors which may affect the provision.

Our Inclusion and Family Worker and our Inclusion Teaching Assistant run the group. If one of them is absent, another Inclusion TA, covers the group. They plan the activities for the group on a weekly basis, usually with a topic that lasts half a term.

We assess the children using our own school assessment which is based on the document 'Readiness Scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms'. The class teachers complete the assessments when the children start in the group based on what they observe in class; this is then reviewed termly to check progress and to inform decisions as when children can reintegrate back into the classroom full time.

The Assistant Heads for Inclusion oversee the group, planning and assessment.