

Nurture provision

Stakeholder overview

21/22 v1

What is our nurture provision

In the Nurture style provision our main focus is on engagement, behaviour and self regulation. Our cohort consists of MSB pupils who cause disruption or are unable to engage within the classroom environment. This can be down to various factors including, poor past educational experiences, lack of attendance, home factors, an inability to self regulate appropriately and mental health issues. The aim is to integrate students back into MSB at an individualised pace.

We use the six principles of Nurture as our foundation stone-but realise that we have to build on these to create a provision that both supports student need and moves them forward at their own pace.

The Six Principles Of Nurture:

- Children's **learning** is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of **communication**.
- All behaviour is **communication**.
- The importance of transition in children's lives.

We work hard to develop trusting and reciprocal relationships with our students, to become attachment figures that our students can model their behaviour from. Many of our students do not have appropriate peer friendships and we create opportunities for these to grow and develop, with staff constantly modelling appropriate social interaction. We understand that all behaviour is communication and we endeavour trace back to its roots in order to develop an understanding of behaviour cycles and to move them forward.

Our curriculum is tailored specifically to each student,with aspects of MSB curriculum. To encourage engagement and relationship building we will generally initially focus on activities based around student interest, we then work towards a MSB style of provision at the students pace, with an aim to integrate into MSB.We use the main Lifeskills strand titles and the subsequent units and intentions from the Lifeskills bank to support and scaffold our learning. Other subject topics/ focuses and work provided by the heads of literacy and numeracy are also intertwined and used to ensure students are gaining additional functional skills to support them into their MSB form classes and into adulthood.

Our aim is to provide an environment where students feel secure. Taking risks and dealing with the feelings that success or failure bring is integral to our provision. We remind students that it is okay to make mistakes in order to build their resilience around learning.

Our overarching aim is to ensure socially appropriate behaviour and self regulation/ management. We want to prepare students to engage with their own learning, recognise the sense of enjoyment that comes with achieving and the school community. We develop, resilience, self esteem/ confidence in their own abilities and individuality. We promote positive peer and staff relationships and ensure a holistic approach in preparation for adulthood. We develop communication skills so that students can access society appropriately. Our aim is to develop a 'growth mindset' where students continue to make progress and develop once they have left us.

What to expect to see in our provision

'Work first then choose' in operation - not all students need to be 'working' simultaneously as 'choosing' can be excellent opportunities for communication and self regulation*.

Other things you should expect to see include:

Play therapy/playing games

Growth mindset activities

The nurture principles

Students from all areas of the school access support and interventions

Social & interaction skills bring at the forefront of everything we do

Individual personalised targets for each of the four areas of the SEND code of practice (target sheets displayed/ available)

Staff assessing students throughout activities and 'choose time' and recording on EARWIG/ MAPP.

Students given time to process & regulate their emotions.

Sensory integration - Sensory circuits & equipment being used to help support students.

Behaviours being recorded on a personalised Level 1,2 and 3 tracker, to identify patterns, causes and opportunities/ strategies to self regulate.

*'Choose time'

To facilitate intensive learning time and as motivation students in the may have 'choose time'. This is a time where students are encouraged to use communication and regulation strategies. Sometimes this can be structured/ manipulated/ sabotaged by staff to help them achieve their targets or to support regulation.

There should always be someone supervising 'choosing' and all students may not be on 'work' or 'choose' at the same time.

How we support our students in the Nurture provision



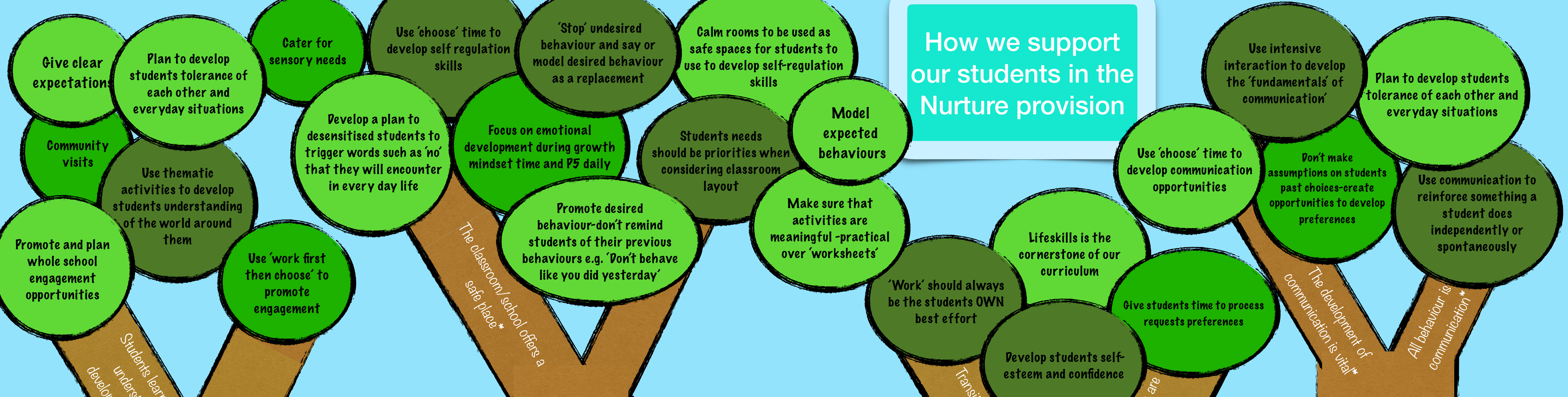
ENGAGING
in society

Regulating EMOTIONS/
SENSORY Integration

Promoting
INDEPENDENCE

Developing
COMMUNICATION

*based on nurture principles



CREATING OPPORTUNITIES

Use other staff knowledge and expertise to support your own

Target setting & Assessment- EHCP/ MAPP

We have 3 levels of targets each which feed into one another ensuring we are showing progress towards our EHCP outcomes.

EHCP Outcomes (are placed under the following areas of need):
 Communication & Interaction
 Cognition & Learning
 Physical and/ or Sensory
 Social, emotional and mental health

Once MAPP targets have been identified a baseline is set and assessed using the CSD – Continuum of Skill Development in the following areas:

Independence - Prompting and increasing independence.

Fluency - Fluency is about combining speed and accuracy.

Maintenance - Maintenance is about becoming more consistent over time.

Generalisation - Generalisation is about performing in different settings with different people.

Each half term a reassessment of the progress is made and the CSD is updated.

Continuum of Skill Development (CSD)													
Descriptors													
from dependent		INDEPENDENCE						to independent					
Learners complete tasks independently													
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	1	2	3	4	5	6	7	8	9	10
from approximate		FLUENCY						to accurate					
Learners reach a level of mastery combining speed and accuracy													
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.	1	2	3	4	5	6	7	8	9	10
from inconsistent		MAINTENANCE						to consistent					
Learners maintain competency over time through repetition. They remember how to do a task after a break													
The skill has been observed on a single occasion only.	The skill is observed on more than one occasion but only intermittently.	The skill is reliably repeated but may need refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break.	1	2	3	4	5	6	7	8	9	10
from single context		GENERALISATION						to many contexts					
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.													
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	Skills are demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	The learner adapts the established skill to meet the demands of a new situation.	1	2	3	4	5	6	7	8	9	10

Name:	Current Class:	Date of last EHCP update:	Annual Review Date:																																																																								
Sensory and Physical Needs - EHCP Outcome		Annual Review Target	MAPP Target/s																																																																								
Approved by LA and new on latest EHCP: YES	AR Year: 7	MAPP Reference (A/B/C etc): A	Baseline date (dd/mm/yyyy) 01/01/2022 Current date 01/03/2022																																																																								
Continued from previous AR?: NO			Months working on target: 2 Status: Continue																																																																								
EHCP Outcome Ref: 1																																																																											
Overall large goal identified from a need in the students EHCP	Updated once a year in a annual review and is a broken down smaller year long target taken from the EHCP outcome	Small measurable target to help achieve the AR target. Assessed half termly against the CSD and achieved, continued or discontinued	<table border="1"> <thead> <tr> <th></th> <th>I</th> <th>Gains</th> <th>F</th> <th>Gains</th> <th>M</th> <th>Gains</th> <th>G</th> <th>Gains</th> </tr> </thead> <tbody> <tr> <td>Baseline scores</td> <td>1</td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> </tr> <tr> <td>Aspirational scores</td> <td>6</td> <td></td> <td>7</td> <td></td> <td>6</td> <td></td> <td>6</td> <td></td> </tr> <tr> <td>Previous (if carrying forward)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Half Term Update 1</td> <td>2</td> <td>1</td> <td>4</td> <td>2</td> <td>6</td> <td>4</td> <td>8</td> <td>6</td> </tr> <tr> <td>Half Term Update 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Half Term Update 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Half Term Update 4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		I	Gains	F	Gains	M	Gains	G	Gains	Baseline scores	1		2		2		2		Aspirational scores	6		7		6		6		Previous (if carrying forward)									Half Term Update 1	2	1	4	2	6	4	8	6	Half Term Update 2									Half Term Update 3									Half Term Update 4								
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CSD progress overview -

Baseline scores, aspirational scores and updated scores at each review are entered here.

The number of 'gains' is calculated (current minus baseline) and the progress made towards aspirational number of 'gains' (aspirational minus baseline) is displayed using Bronze, Silver, Gold and Platinum.

Targets are either achieved, continued or discontinued at each update and new ones set if appropriate.

We are currently transitioning to this way of target setting and therefore gaps may appear on the target sheets. These will be looked at when completing the next annual review.

Evidence is collated and stored on Earwig

Target setting & Assessment - Boxall

EHCP

Assessment-

Longer term students-

We use the Mapping Assessing Pupil Progress (MAPP) assessment tool and the 4 areas of the SEND code of practice - Communication and Interaction, Cognition and Learning, Social Emotional Mental Health and Sensory and/or Physical needs.

Short term students/initial intake-

Literacy and numeracy targets are set inline with MSB. Students are also assessed using the Boxall Profile-and appropriate targets are set from this. We are constantly working towards students EHCP sort term and long term targets.

In each case we ensure that students targets are SMART and that there is a clear sequence from each individual current termly target that works towards students short term EHCP targets with an aim to complete long term targets. Earwig is used to evidence progress.



Boxall

Using the Boxall Profile® is the best way to identify and address these hidden issues, to ensure that every child and young person gets the support they need to engage fully with their education.

On completion, the scores of each individual child are compared to the standardised emotional literacy scores of "competently functioning" children of a similar age group.

Individualised, achievable targets for social and emotional aptitudes are then set for the child which are reviewed and re-assessed periodically. Both profiles have two sections, each consisting of a list of 34 descriptive items.

Section I: Developmental strands

This measures progress through the different aspects of development in the child's early years- the first assessing the child and young person's organisation of their learning experiences, the second, their internalisation of controls.

Section II: The diagnostic profile

This consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.

Targets are then generated to support areas of need via behaviour plans, we use this a stand alone tool.

Main overarching LifeSkills/PSED Themes

PSED	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Nurture	Personal Skills Recognising and Managing Emotions	Rights and Responsibilities Criminal Justice System Enterprise	Personal Skills Recognising and Managing Emotions	Drugs, Alcohol and Tobacco Sexual Health and Consent Enterprise	Personal Skills Recognising and Managing Emotions	Environment and Community Transition Home Management

'Learning to learn' recommended LifeSkills units links (assessed through individual targets)

Nurture Units covered that can be used for guidance (partially or in full)

Focus: Exploring the world of work/ my financial future		Focus: My relationships		Focus: Being a good citizen		Focus: Being me and expressing myself		Focus: Keeping myself healthy and clean		Focus: My environment/ keeping safe	
7.2	Financial - paying for items Inc. VAT and online.	5.1	Respectful relationships (friendships and bullying inc cyber bullying).	4.5	My rights and responsibilities inc rule of law.	3.10	What makes me me - likes, dislikes, gender, sexual orientation, physical characteristics, self expression, family, race, community & religion.	2.12	Online/technology safety Inc. screen time, data mining, social media and online gaming.	1.14	Exploring learning outdoors/ outdoor skills.
7.3	Financial - banking and saving inc. opening an account, applying for services such as loans, APR, advice banks can offer.	5.2	Team activities and games inc. winning/ losing gracefully, being part of a team and supporting teams.	4.6	Sex equality.	3.3	Emotions - showing them/ understanding mine and other peoples (inc. having an input into my own behaviour support plan if possible).	2.4	Personal hygiene/ care activities - body inc.. cutting nails and getting my hair cut.	1.8	Community awareness - where to go in my leisure time and paying for it.
6.1	Investigate jobs in the community, home and school.	5.9	Appropriate and inappropriate touch in various situations.	4.7	Democracy.			2.5	Personal hygiene/ care activities - Tooth brushing.	1.9	Community awareness - where I can go for support.
6.9	Skills and qualities needed/ professionalism.	5.5	Adult and sexual relationships inc consent, what is rape? STIs and HIV.	4.8	Poverty and Homelessness - how to prevent it and how to help.	3.8	Building self confidence and self esteem.	2.3	Healthy lifestyles activities - physical activities.	1.5	Hazards - in the wider world inc. road/ rail safety & reading other safety signs.
6.3	Enterprise and in school based work experience	5.10	Online/technology safety Inc. legalities of pornography, sexting and knowing who I should speak to and who might be a danger e.g. fake social media profiles.	4.1	Charity work (project).	3.13	Learning to learn, Inc. accepting change & play.	2.2	Healthy lifestyles activities - eating well & using my senses and food tasting Inc. 5 a day and reading food labels.	1.11	Relaying basic personal information - who to, when, over the phone, internet and in person Inc how and when to ring 999.
6.6	Writing a CV/ application form.	5.4	People who help us - in school and in the community.	4.14	Behaving appropriately in social situations and places Inc. visiting the cinema, theatre, the park, library, museum and art galleries.	3.6	Expressing myself and my opinions - Freedom of speech inc. online.	2.13	Eating disorders/ body image - reasons and where to get help and advice.	1.7	Reading/ interpreting basic information such as timetables, social signs and guides.
6.7	Interview skills - answering questions.	5.12	Grooming/ Forced marriage/ child exploitation.	4.9	Life in prison.	3.7	Stereotyping inc. LGBTQ, disability & race including hate crime.	2.7	Working in the kitchen Inc. making simple snacks and drinks.	1.12	Getting around inc using public transport.
6.8	Interview skills - appearance.	5.13	Preventing radicalisation inc what is terrorism.	4.12	Anti social behaviour inc. gang crime and knife crime - reasons and prevention.	3.12	Taking risks - making decisions & possible consequences.	2.8	Smoking and it's effects.	1.6	Going shopping inc. keeping my money safe and talking appropriately to staff.
6.11	Voc Ed. - Horticulture.		Consolidation sessions.	4.11	Peer mentoring.	3.11	Obsessive behaviours - why I do them and how can I get help.	2.10	Drugs and alcohol awareness.		Consolidation sessions.
6.12	Voc Ed. - Health and beauty.				Consolidation sessions.	3.9	Understanding social conversations.		Consolidation sessions.		
6.13	Voc Ed. - Retail/ travel and tourism					3.4	Using manners inc. table manners.				
6.16	Voc Ed. - Animal care.						Consolidation sessions.				
6.17	Voc ED. -										
6.18	Voc Ed. - Office.										
6.19	Voc Ed. - Catering.										

Unit to be completed throughout the year as a holistic and therapeutic positive start to the school day to support growth mindset and individual need.

Emotional wellbeing inc body awareness activities, relaxation activities, mindfulness, good sleep patterns, managing stress/ conflict and preventing or treating anxiety and depression.

Other students may also be referred to the nurture group for specific targeted support based on 'learning to learn/safeguarding' intervention units selection .

We strive to emulate MSB Numeracy and Literacy -this may mean that we do activities to build towards accessing the above themes to build engagement and resilience.

Other topics/ focuses

Sub topics - These can be repeated each year to support all subject areas/ MAPP and Cultural capital

Numeracy focus

Autumn	Money management (simple budgets, jobs v money, using a bank account)
Spring	Everyday maths, inc ratio and measure (following and adapting recipes, planning events, statistics, proportions)
Summer	Planning a day out/holiday (Times/timetables, distances, temperatures & costings)

Literacy focus

Autumn	Theme: conflict & social issues Billionaire Boy; The Bombs that Brought us Together
Spring	Theme: Anti-Bullying Holes
Summer	Theme: Shakespeare Macbeth or Romeo & Juliet

Autumn HT1	Autumn Halloween Healthy eating week World space week
Autumn HT2	Winter Bonfire night Christmas Anti-bullying week Remembrance day St Andrews day Diwali

Spring HT1	New year Easter/ pancake day Chinese new year Valentine's day
Spring HT2	Spring World wildlife day Mother's day Ramadan St David's day St Patrick's day Autism awareness week

Summer HT1	Summer Earth day St Georges day
Summer HT2	World oceans day Father's day Make music day Queen's birthday

Other events on the school celebration calendar

Growth mindset/intensive interaction

To promote a positive start to the day and to encourage good mental health. Unstructured time is an issue –this is somewhere in-between to enable students to develop the skills required enjoy their free time and develop self regulation. This is also time dedicated specifically to problem solving and setting up the day in a positive manner. Time is dedicated to building relationships with students.

Example timetable

AM – Sessions set by student engagement and need, not by defined timings	Monday	Tuesday	Wednesday	Thursday	Friday
	Communication – Growth Mindset	Communication – Growth Mindset	Communication – Growth Mindset	Communication – Growth Mindset	Communication – Growth Mindset
	Numeracy-Functional	Numeracy-Functional	Numeracy-Functional	Numeracy-Functional	Physical Development
	PSED - Regulation/ decompression time	PSED - Regulation/ decompression time	PSED - Regulation/ decompression time	PSED - Regulation/ decompression time	PSED - Regulation/ decompression time
	Literacy-Functional	Literacy-Functional	Literacy-Functional	Literacy-Functional	Physical Development
Dinner time					
PM	MADD	PSED/LifeSkills	PD – Swimming	PSED/LifeSkills	PSED -Celebration

Some students may also access main student body sessions with their allocated tutor group

