



Ravensmead Primary School

Nurture Provision Policy



Spencer's Club Teachers:

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Date for next review:

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Ravensmead Primary School Nurture Provision (Spencer's Club) Policy

1. Aims statement

Our goal at Ravensmead is to ensure that all children achieve their full potential through a safe, secure and successful environment. It is well known that children demonstrating emotional or behavioural difficulties may be underachieving within a school setting. The presence of our nurture group, known within the school as "Spencer's Club", helps our school to achieve its goal.

The aims of Spencer's Club are:



To provide a secure and reliable small class setting, where children can learn by re-experiencing pre-school nurture from adults who actively work towards enabling their successful integration into their mainstream class.



To help children learn to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults.



To provide on-going assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.



To work in partnership with class teachers and parents to enable consistency of approach both at school and at school.

2. History of the Nurture Group

Nurture groups emerged in London in the 1970s as a possible solution for underachievement within many schools. The groups were primarily for

children demonstrating late development or with an apparent inability to regulate behaviour. The success of these groups was such that many other Local Educational Authorities researched and subsequently introduced the concept around the country.

The Nurture Group at Ravensmead, known by staff and children as 'Spencer's Club', was set up in September 2008.

3. Structure of the room

Nurture groups in general are unique resources based on well documented psychological theory and research. Two teaching assistants and the SENCO work collaboratively to ensure that the children receive an appropriate education linked to the curriculum associated with their particular year group.

Spencer's Club is based in a classroom within the school itself. It has a home area, containing a sofa, smart board and cushions as well as a kitchen with microwave and dining table. Subsequent to this play material at pre-school level as well as educational equipment for more formal work are available.

The period of time spent within Spencer's Club is dependable on progress against the Boxall profile made by the child both socially and academically. Reintegration back into mainstream classes may occur at a time when it is thought that the child has made sufficient progress and experienced success.

4. Structure of the day

Spencer's Club is available for Foundation, Key Stage 1 and Key Stage 2 children. A maximum of six children at any one time is essential in Spencer's Club. The children access our Nurture provision at least one afternoon a week.

Children register within their mainstream classes and are collected by Spencer's Club staff. Following this, they are brought to Spencer's club for the afternoon session. Children choose to go outside for playtime with the nurture staff or have free play inside. This is a group decision. The Spencer's club members of staff are able to see the children within their mainstream environment throughout the week, alongside seeing parents.

Children participate in "snack time" at a designated time each afternoon. During this time the children take on a particular responsibility including washing up, making toast etc. Table manners and polite conversation are encouraged during this important aspect of the day.

5. Curriculum delivery

It is of vital importance that all children who attend Spencer's Club receive their full curriculum entitlement. Sessions are carefully planned to encompass the creative curriculum embedded in the school, to ensure that each child is working towards the learning objectives and topics covered in by their own class. Many of these concepts are delivered through practical, play-based activities. As a child progresses, more formal, independent work is introduced in preparation for the reintegration back into mainstream classes.

In addition to the delivery of the Creative Curriculum, the children are introduced to the concept of enhancing thinking skills and personal social skills. Sessions are carefully planned within an investigative approach, providing children with opportunities to listen carefully, make corrections and formulate hypotheses. As well as being a method known to decrease erratic behaviours, this in turn leads children into becoming more independent learners.

6. Selection process

Children are "put forward" for Spencer's club if their class teacher feels that they are not reaching their full potential for one of the following reasons:



They are restless, cannot listen, and behave impulsively or aggressively.



They are withdrawn and unresponsive, have difficulty relating to others.

The Boxall Profile is used as a basis for assessing whether a Spencer's club placement is appropriate and likely to be beneficial. The child's emotional stability is priority in the allocation of a place. However, the balance of the group must be considered at all times if placements are to be successful. Following the completion and analysis of the Boxall Profile, the parents of all children within the group are consulted. Parental agreement is necessary.

7. Assessment and record keeping

As with all aspects of education at Ravensmead, the assessment of a child is essential in order to ensure progress. A Boxall Profile is carried out on all children before they enter Spencer's club and at least every six months. This gives an indication of progress relating to behaviour, self esteem and emotional stability, informing the teacher of possible targets for future plans. In addition to this, a short evaluation is carried out at the end of each session

by Spencer's club staff. This evaluation is used for reference with regard to the planning and delivery of future lessons.

Individual records for children are also completed in the event of a significant incident (whether positive or negative). The possible causes of each incident are logged, as well as the action taken. Finally, in order to ensure the continuity between Spencer's club and mainstream classes, regular consultations with the class teachers take place. Such discussions include information relating to behaviour both in and out of Spencer's club possible ways of dealing with difficult behaviours and information relating to planning.

8. Planning

Planning is carefully structured in Spencer's club and encompasses all aspects of the PSED curriculum. Literacy and Numeracy are addressed through the topic areas covered e.g. using a particular story as a focus for the issue being discussed. Work is differentiated according to the child's ability and age group. Such subjects may be delivered formally, as in the mainstream classes or informally, through group work and play. This depends on the child's ability, concentration and independence skills.

9. Parental involvement

Parental involvement is an important aspect of Spencer's club both to establish a link between home and school and to improve the continuity when dealing with difficult behaviours. Parents are informed of the structure and theory behind Spencer's club when their child first starts. Subsequently any parent is able to speak to Spencer's club staff, and is invited for a half termly meeting with the staff and children in Spencer's club. The parents may share issues affecting their children at home and this information is used to inform the planning for the group.

10. Reintegration

Reintegration of Spencer's club children back into their mainstream classes occurs after sufficient progress and success has been made against the Boxall profile. This occurs following consultation with the Spencer's club staff, the child's class teacher, the Senco and the child's parents. Only if it is agreed that reintegration is likely to be successful will the process begin. The

reintegration will be monitored closely by all staff involved. The children are given a pass to allow them to return for a visit, if they feel it necessary.

11. Health and safety

As with all aspects of school life at Ravensmead, the concept of health and safety is of vital importance. The appropriate risk assessments are taken, particularly with reference to food making. All members of staff involved in Spencer's club have appropriate first aid qualifications and a food hygiene certificate.

12. Equal Opportunities

Any child at Ravensmead who it is felt would benefit from attending Spencer's club for any length of time would be allocated a place should it become available. This is regardless of gender, race or disability.

13. Special Educational Needs

Many children working with Spencer's club will have been entered onto the school's SEN register. The majority of children will have an Individual Education Plan, which would be considered when target setting or planning for Spencer's club. However a small minority of children will not be considered to have any Special Educational Needs. Such children must be considered by their class teacher or Senco to be working at a level below their potential before being allocated a place within Spencer's club.

Agreed by staff:

Approved Full Governing Body:

Review Date: