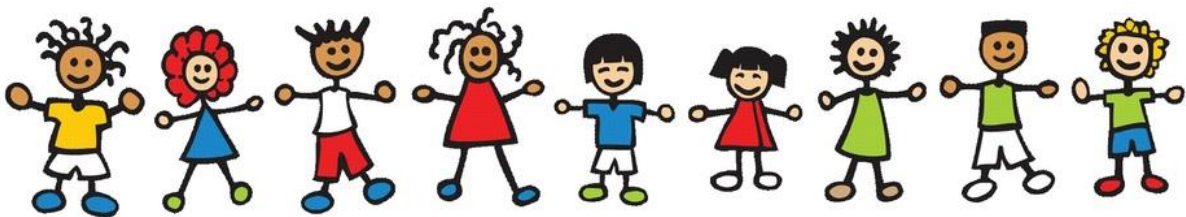




**Laxdale Primary School**

# **Nurture Classroom**

November 2021



## What is a Nurture Room?

Nurture Rooms are a preventative resource based on well documented psychological theory and research.

Nurture Rooms are rooted in a very particular conception of children's psychological development: this is the benchmark against which variations on the classic model must be judged.

The Nurture Room offers a commitment to provide children with an intensive experience of a relationship of a kind that is conducive to healthy emotional and cognitive developments. The rationale of groups is that satisfactory emotional, social and cognitive development in the earliest years is the product of adequate and attentive early nurturing care. Children who miss this care or who experience significant trauma are often unable to engage with normal age appropriate school demands.

The provision gives the child a chance to experience this early care by teaching in ways that suit the child's developmental levels.

All children attending a Nurture Room must have access to a broad and balanced curriculum where the emphasis is on developing early learning skills. Teachers will need to be clear about the requirements of Curriculum for Excellence and use the guidance from the broad general education alongside a sound knowledge of child development, in order to plan an appropriate and meaningful curriculum.

## The Purpose / Aim of a Nurture Room is to:

- provide a flexible and preventative resource which is responsive to the particular needs of the children attending the host schools, e.g. high mobility and children in need
- provide ongoing assessment and support for preschool, primary and secondary aged 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;
- provide a secure and reliable small class or individual setting where children can learn by re-experiencing pre-school and primary level nurture from caring adults, who actively work towards enabling their successful reintegration into their mainstream class;
- help the children learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence, through close and trusting relationships with adults;
- work in partnership with class teachers and parents to enable consistency of approach both at home and across the whole school.



## What does a quality Nurture Room look like?

- ensure that children attending the nurture room remain members of a mainstream class where they register daily and attend selected activities
- have a pattern of attendance whereby children spend a large part of each day in the nurture room or attend for substantial regular sessions
- ensure that the Curriculum for Excellence is taught
- offer short or medium term placements, usually for between two and four terms, depending on the child's specific needs, which have been determined on the basis of systematic assessment in which appropriate diagnostic and evaluative instruments have been used, with the aim always being to return the child to full-time mainstream provision
- supply a setting and relationships for children in which missing or insufficiently internalised essential early learning experiences are provided
- be staffed by one to two adults working separately and together modelling good adult relationships in a structured and predictable environment, where children can begin to trust adults and to learn
- offer support for children's positive emotional and social growth and cognitive development at whatever level of need the children show by responding to them in a developmentally appropriate way
- place an emphasis on communication and language development through intensive interaction with an adult and with other children
- provide opportunities for social learning through co-operation and play with others in a group with an appropriate mix of children, both in the Nurture room, and in the classroom or on the playground
- using appropriate diagnostic and assessment instruments, monitor and evaluate the effectiveness of the nurture group provision in promoting the positive social, emotional and educational development of each child
- promote the active involvement of mainstream staff in the life of the nurture group
- be staffed by adults who have and promote a positive attitude towards parents/carers of all children and encourage their involvement in activities supportive of the nurture group programme
- establish links with outside agencies when required
- plan and prepare carefully for points of transition based on the child's needs and the positive moving-on of relationships



## **Roles and Responsibilities**

### **Role of the Headteacher**

The Head Teacher has overall responsibility for the functioning of the Nurture Class within the school. S/he is responsible for:

- The operational management of the Nurture Class including the arrangements in case of absence of the Nurture Class staff.
- Fostering positive views about the Nurture Class with other parents and teachers within the school.
- Management of the Nurture Class teacher as a member of the school staff.
- Management of the Support for Learning Assistants working within the Nurture class as members of school staff.
- Oversight of the curriculum planning and monitoring work within the Nurture Class.
- Ensuring the Health and Safety procedures are followed in accordance with the school's policy, as well as the Comhairle's.
- Ensuring that the Nurture Class operates within the guidelines of Comhairle policies.
- Head Teacher is the Named Person for pupils attending the Nurture Class.

### **Role of the Principal Teacher of Learning Support (PTLS)**

- To liaise with the Support for Learning Assistants and Class Teacher working within the Nurture Class – this will include the development and implementation of agreed targets within documentation for each pupil
- To be involved in formal reviews as outlined in the Education Additional Support for Learning Act (2016)
- To support curriculum planning.

### **Role of the Nurture Class Teacher**

The Nurture Class teacher is responsible for the day-to-day management of the class. The teacher has the following duties:

- To carry out school policies and procedures, including child protection procedures where appropriate.
- To organise and plan the activities and curriculum of the classroom, bearing in mind the individual needs of each child.
- To keep individual records of the children's progress and intended programmes of work.
- To co-ordinate the work of the Nurture Room Support for Learning Assistants.
- To discuss the children regularly with the professional involved, e.g. EP, CAMHS, SW etc.
- To work actively in partnership with parents, carers and other professionals involved with the children's care arrangement.
- To liaise with the Headteacher and PTLS and to attend regular reviews.
- To observe children in classroom, playground and at lunch times in terms of managing less structured sessions, helping children manage successfully.
- To participate in Inservice Training, regular reading and research and joint planning with the class teacher and the PTLS re IEPs, Child's Plan, and CSP where appropriate.
- Foster positive views about the Nurture Class with the other children.

## **Role of the Nurture Class Support for Learning Assistant**

- The Support for Learning Assistants working within the Nurture Class work under direction and in partnership with the Nurture Class Teacher. Her role is to assist the teacher in whatever tasks are necessary including planning and to participate in appropriate Inservice Training.

## **Role of the Educational Psychologist**

- To help with assessment of the children involved.
- To work closely with the school and the team around the child (TATC) to review the functioning and development of the Nurture Class.
- To provide training for staff and for parents.
- To support the school self-evaluation processes to determine if the work within the Nurture Class is having a positive impact on pupils.

## **Monitoring and Review of Provision**

- The Nurture Class will be visited termly by the PTLs and Executive Head Teacher, and annually by the Head of Education.
- The Head Teacher will collect data from annual self-evaluations to identify success and inform future development and improvement. Data will be shared with relevant stakeholders as appropriate.



# **Laxdale Primary School Nurture Class**

## **Background**

The Nurture Class in Laxdale Primary was established in January 2022 as a result of a continued increase in need over time. The local authority recognised that changes to provision were needed to improve learners' experiences long term. As Laxdale School had already established a whole school nurturing approach with all pupils, the next step was to broaden the impact through the introduction of a fully staffed Nurture Class.

## **Accessing the Nurture Class**

There are strict criteria which must be met before any pupil can access the Nurture Class. Pupil needs will be considered and discussed by the team on an individual basis. It is important to note that the Nurture Class is not a behavioural facility, but it is hoped that behaviour will be positively impacted through accessing the Nurture Class. Any pupils who access the Nurture Class will continue to spend a proportion of the school week in their own class along with their peers. Pupils will be encouraged to attend specific lessons such as Art and P.E along with their class. Individual pupil timetables will be devised and shared so that all stakeholders are informed of planned learning for the week. During planned time in class, the Nurture Class Support for Learning Assistant will facilitate learning across the two environments to provide consistency of approach.

## **Staffing**

Mrs Janey Macleod is the full time Nurture teacher in the school. This is in addition to Mrs Anne Macphail, ASN teacher who supports learners 3.5 days per week. The Nurture Class will also have one full time Support for Learning Assistant working alongside Janey Macleod to ensure a consistent nurturing approach. External agency support workers will not access the Nurture Class to work with pupils. All support sessions will continue in an alternative workspace.

## **How the Nurture Class Will Work**

The ethos and environment within the Nurture Class will look and feel different to the average classroom. The Nurture Class will represent a home environment which the pupils will regard as a safe space. The room will include home furnishings such as a sofa, coffee table, dining table and chairs etc. There will be different areas within the room to allow for a variety of activities i.e. baking, dressing up, arts and crafts, construction, role play etc.

Pupils will access the Nurture Class on both an individual and small group basis. There will be pupil-led learning activities during the week as well as planned, structured practical activities. There will be no expectation of formal learning within the room and all activities will be designed to be non-threatening and enjoyable. Incidental learning in terms of social and communication skills will be capitalised on as situations occur.

Supporting children with emotional regulation strategies and developing emotional literacy skills will be a focus throughout. An ethos where children feel relaxed and able to share any successes, positives, worries or concerns will be developed as they learn through play.

## Assessment

Baseline assessments using Boxall Profiles will be carried out on identified children. As children learn and play within the Nurture Class, staff will observe, assess and record on a continual basis to inform planning and next steps. This will be done on an individual basis by the Nurture Teacher and relevant information shared at Team Around the Child meetings. Impact of the provision will be measured systematically throughout the session and analysed in June 2022.

## Rights of the Child

Laxdale Primary is a silver awarded Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality.
- To learn or to teach, or to do their job.

*Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

### **Article 29 of the UNCRC.**

*A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use praise and reinforcement of whole school and class charters to help pupils achieve their best work and respect the rights of everyone. The Nurture Classroom will devise its own charter to reflect the ethos and alternative approach.*

