



NURTURE GROUP – SILS (2020-21)

Overview

The SILS Nurture group provides the opportunity for young people in KS4 to obtain 6-7 GCSEs or GCSE equivalent qualifications following a modified curriculum.

Along with offering a personalised academic pathway, Nurture group provides young people with the opportunity to develop confidence, self-esteem and social skills within a secure and caring environment.

The group consists of up to 6 students from year 10, with a wide range of academic needs and who have been identified as exhibiting behaviours which challenge the classroom setting and their place in society.

Baseline testing using the Adolescent Boxall profile, Reading Age data (NGRT or GRT), SWEMWBS and subject attainment is used to measure progress.

The group has high expectations, with clear boundaries, positive reinforcement, consistency and structure.

Aims of Nurture Group

- To provide a secure and reliable small group setting where young people can learn by re-experiencing nurture from two caring adults who actively work together
- To provide a personalised academic support so that young people obtain 6-7 GCSEs or GCSE equivalent qualifications (Functional Skills, BTEC, Awards)
- To help children behave appropriately, use their curiosity constructively, develop their skills, improve their self-esteem and develop confidence and relationships
- To provide a flexible resource which is responsive to the particular needs of young people attending the provision
- To have good communication links between school, parents/carers and professionals involved with young people to enable consistency and inform personalised support for a young person
- To have predictable, calm and purposeful environment and visual timetable free from curriculum pressures
- To provide all round assessment and support towards Education Health Care Plan
- To provide young people with high quality enrichment opportunities, opportunity to develop their skills, forge love for learning outside school context
- Provide a vocational placement opportunity (one day per week)
- Student progress is reviewed every six weeks; each progress review point is an opportunity for the student to reintegrate into the main body of the school (SILS4), or transition to another educational setting, mainstream or specialist

Nurture Room

The nurture room is a welcoming environment comprising of different areas. A creative and curriculum are (work), a Breakfast Area (home) and there is a play area (play). The nurture group uses the kitchen, which is next to the classroom. There is also a story area, which is very relaxed and has a large soft chair and comfortable cushions for young people to sit or lie on. Nurture area is located closely to the Inclusion Hub which includes SENCO, ART therapy, Counselling and mentoring and therefore an easy access to additional support where required.

A great amount of the work generated whilst they are attending the group, is displayed around the room and gives the room a feeling of belonging for the young people.

Nurture group Structure

The group is made of 6 young people in year 10, who need extra help to settle, to listen, to share, to build self-esteem and positive relationship. A Nurture Teacher and a Nurture teaching assistant work with the group for the 5

days. Young people have access to specialist teaching in the following areas: PE, ART, Food technology, Design and Technology and ICT. A day in the week is allocated where students attend vocational training centre.

The Structure of the Day (Exemplar model)

Each day consist of sessions and these have been planned to provide a stimulating and fun environment.

9.30 am: Nurture Teacher and Nurture Teaching assistant collect the young people from the reception on arrival

9.45 am: Breakfast and Chat (time to listen to other and learn life skills)

10.15 am Literacy

10.45 am: numeracy

11.15 am: computer exercises

11.45 am: break and Fruit (healthy eating and physical activity)

12.00 pm: vocabulary enhancement programme

12.30 pm: Relaxation

1.00 pm: Lunch and Activities

1.30 pm: Circle time

2.00 pm: end of the day

Young people are escorted to parents.

Assessments

Prior to starting the group, the school completes a Boxall Profile and SWEMWBS. At the end of the placement, the Nurture staff completes both profiles again. This will highlight any areas, which will still need to be addressed. Targets are then set for the individual child and support strategies offered to school staff to support the child upon transition to the mainstream, special school or main body of the school (SILS4)

Referral Criteria

Each young person is selected for the Nurture Group for individual reasons. A range of tests and information about young people will be included in the referral process, such as Boxall profile, attainment level and Reading age data and information on adverse childhood experiences. Where student work below grade 2 or NC level 3 and below at the end of year 9, they will automatically be referred for attending Nurture group provision.

A referral form, which should be discussed with the parents/carers, will be completed. The parents/carers will then attend an Admission meeting with the child.

Parents/Carers

Parents are vital part of young person's placement and good communication links are very important.

They must be engaged and involved in all decisions.

At the end of each day, a nominated key worker phones parents/carers to talk about how things have gone. If during the placement there is a need to hold a meeting, the parents/carers are invited to attend.

At the end of the placement, each group always has a Reward celebration time and parents/carers are invited to attend and share child's achievements.

Reintegration

Student progress is reviewed every six weeks; each progress review point is an opportunity for the student to reintegrate into the main body of the school (SILS4), or transition to another educational setting, mainstream or specialist school.