Elmvale Primary School Nurture Policy

Elmvale Nurture Class.

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“It’s not always up to you,

The way that you feel.

But how you act

**IS** a different deal”.

**Dolly Parton 2009**

**The Turus Room.**

The Turus room is for vulnerable children who have, for various reasons, been developmentally delayed in terms of social and emotional skills. The Turus Room in Elmvale primary has been developed for those children who have barriers to their wellbeing and provides support and learning through a focus on health and wellbeing outcomes in a small group situation. Literacy and Numeracy curricular areas remain the responsibility of the class teacher as does homework. The Turus Room is **not** to be considered to be a support for learning base or behavioural base although some of the children who attend may present difficulties in specific learning needs and behaviour. Children who are ASD or who have complex needs will not receive nurture support within the core group, however, nurture staff will be aware of the needs of these children and will interact with them in nurturing school activities. Children are referred for many different reasons and the length of time that the children require support comes from the children themselves and their needs. Some children may only need support for a term due to home circumstances and others may just need supported in the wider school environment without having to be supported in the Turus Room for example a bereaved child.

The maximum term for core nurture support is 4 terms although if support is required longer then a request is sent to the Inclusion Officer for Nurture (at present Margaret McKinley). Core nurture support is available for children in Primary 1 to 3 stages. Core nurture support takes place every morning from 9.15 am. Nurture support is available to all in Elmvale at other times (including staff). Afternoon groups take place, but again the focus of these groups are driven by the needs and ages of the children.

**Referrals to the Turus Room.**

Children can be referred at any stage for nurture support. However, if the core group is full then the child may have to wait for a place. He/she will be put on a waiting list. In extreme cases it may be that some children who have exceptional needs will go to the top of the waiting list.

The procedure for referral for nurture support is as follows:

* The class teacher indicates that s/
* he feels that a child may have barriers to his/her wellbeing. The class teacher discusses with stage asn coordinator or mentions to nurture staff his/her concerns.
* The class teacher then receives a referral pack from nurture staff. This contains a SN1 form, Boxall Profile, Goodman’s Strength and Difficulties and BIOS – The descriptions of these assessments can be found in the Turus Room document “The Turus Room – guidance for teaching staff –referral process – a guide to assessments.
* Completed assessments are then processed by the nurture staff and a discussion takes place at a regular nurture staff meeting to discuss what form nurture support can take either within a group or strategies to help within classroom. **The Boxall profile sets the criteria as to whether a child should enter the nurture group or not.**
* If it decided that a child will receive nurture support whether in the core group or afternoon groups the parents are consulted before the child is admitted to the nurture. Parents also are invited to meet and discuss their children’s progress every six weeks with the nurture teacher. Parents are also consulted and informed when their child is ready to reintegrate into mainstream after receiving nurture support.
* The class teacher and nurture teacher then countersign a document called **“An Understanding between Class Teacher and Nurture Group staff”**. This document lists the responsibilities of the child’s class teacher and the support staff.

**Reintegration**

* Assessment paperwork and also a reintegration questionnaire are filled out by the class teacher. A discussion then takes place between the class teacher and the nurture teacher with regard to where the child’s peers are in literacy and numeracy and the child will work on these with the nurture teacher in preparation for reintegration back into the mainstream class **during the reintegration period**. The reintegration period takes place over 6 weeks according to the needs of the child.

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| Weeks one and two  | 3 days core nurture | 2 days mainstream class |
| Weeks three and four | 2 days core nurture | 3 days mainstream class |
| Weeks five and six | 1 day nurture support | 4 days mainstream class |

* The time the child has been in the nurture group is acknowledged and a small celebration is held for the child reaching the end of his/her “journey”.

**Nurture staff.**

The nurture staff consists of

* The Nurture Group coordinator, usually the DHT with responsibility for the nursery, nurture group and P1 -3. At present the NGC is Gayle MacDonald Acting DHT.
* The nurture teacher Joyce Davidson \*
* The nurture support for learning worker Caroline McClune \*
* \* Both members of the nurture staff have accreditation with the nurture network. **This is a requirement for those who work in nurture.**
* If one of the nurture staff is absent *short term* then the other member will support those in class who receive core group support and **have the most** needs. For example, it could be one child or a mainstream class where more than one child receives nurture support. If one of the nurture staff is absent *long term*, then the nurture class **can function** if a supply teacher or a support for learning worker is put in place and there is one member of the nurture staff **present who has accreditation.**

**The nurturing school.**

 The Turus Room is only one part of the school and Elmvale Primary is endeavouring to ensure that all children benefit from the nurturing ethos of the school. The nurture staff is available to support all in Elmvale whether on an individual, group or class basis.

Two annual nurturing support blocks which are now part of the Elmvale calendar are as follows:

* During the transition block at **the beginning of each new school year** the class teachers are asked to choose 8 children they would like to bring to a breakfast/snack half hour “Getting to know you” session organised by the nurture staff. If the class teacher has a child who is presently receiving nurture core support then this child automatically is invited, otherwise it is the free choice of the class teacher as to whom he/she invites. Caroline (NGSFL) hosts the sessions and Joyce (NT) does a standalone nurture/health wellbeing lesson with the remaining class. Both children and teacher are asked to fill in a feedback form. All classes are involved with this except the primary one classes who, at a later date, have a 45 minutes invitation to visit the Turus Room to meet the neighbours.
* Towards **the end of the school year the** nurture staff provide a “Moving On” set of six lessons on the transition children will be experiencing moving onto a new class etc. This support is offered to primary ones and twos who are perhaps over anxious about the next year. This support is also offered to the primary three stage children as a six week support. The primary three stage is most affected by change in the next session as they have a change in routines such as dinner school, lines and also a move into the older playground.

**Nurture Assessment.**

**Annual Tracking of children.**

In the first week of November of each year, every child in Elmvale Primary who has received core nurture support or a child who has enrolled from another school and has received nurture support there is re assessed using the Boxall Profile, Goodman’s Strength and Difficulties and BIOS. The class teacher will be issued with the paperwork and it is returned to the nurture staff for processing. The results are then filed in a lever arch folder with the child’s previous tracking assessments. This record is kept in the Turus room.

 **Other assessment procedures.**

As well as the Elmvale assessment procedures, the Turus room uses as assessment tools the following documents.

HNIOS Document (revised 2014) – this tool is an assessment for the whole school and how the Turus Room works towards Elmvale Primary becoming an example of good practice in being a nurturing school.

Nurture Quality Assurance (revised 2014) – this tool is an assessment tool for the nurture group and the focus for 2013 – 2105 is:

* QI 2.1 Learner’ Experience
* 5.1 The Curriculum.

Please note in addition to in house monitoring the nurture group and staff receives additional Quality Assurance visits from the Nurture Management Team, (at present Jennifer McCluskey HT Welllshot PS).

**J Davidson 2014**