



Willow Bank Junior School

Nurture Support Policy

Non-statutory policy

<i>Version</i>	<i>Last Review</i>	<i>Next Review</i>	<i>Committee</i>	<i>Comments</i>
1.0			L & T	
1.1	January 2017	January 2020	L & T	Minor amendments made
1.2	March 2020	March 2023	L & T	Responsibilities updated
1.3	May 2025	May 2028	FGB	Editing information regarding Nurture Assistants Updating referral procedures Adding use of CPOMs for safeguarding responsibilities.

Definition

'Nurture support' involves developing the emotional literacy skills of children in a one to one or small group setting, enabling them to begin to understand their own emotions and those of others. As a Nurturing school we recognise poor emotional literacy skills amongst our children and acknowledge the positive impact that nurture support can have in all areas of learning.

Nurture support is neither a reward nor a sanction. It is a proactive not a reactive intervention.

Aims

Through this intervention at Willow Bank Junior School we aim to:

- Develop the emotional literacy skills of all pupils, enabling them to begin to understand their own emotions and those of others. Therefore helping children to progress in all aspects of learning and to achieve their full potential.
- Develop a whole school approach based on shared values, which are reflected in all other initiatives and developments within the school.
- Recognise that we will need to consider the individual needs of pupils when planning this intervention.
- Ensure that the pupils are promptly identified and referred and provided with appropriate support strategies.
- Effectively collaborate with all relevant members of staff on a need to know basis, so long as the child gives consent to information sharing, or for reasons of safe guarding.

Responsibilities

All teachers are responsible for the special needs of children within their class. The teacher responsible for co-ordinating the provision of education for pupils with special educational needs is the SENCo. Teaching Assistants who are 'Nurture Assistant' trained support with delivering Nurture. Overall responsibility lies with the Headteacher.

The Nurture Assistant is responsible for:

- Planning and delivering programmes of support for children to develop their emotional literacy skills. Support will be in small groups of between 4 – 6 or one to one (as appropriate).
- Liaising with the SENCo, teachers and support staff regarding the needs and progress of children receiving support.
- Communicating with parents (if necessary) via the class teacher.

The class teacher is responsible for:

- Identifying and informing the SENCo and Nurture Assistant of any concerns relating to difficulties in the emotional wellbeing* of a child such as:
 - Friendships
 - Self esteem
 - Anger
 - Anxiety
 - Separation (Bereavement, divorce, adoption/fostering etc.)

*This is not an exhaustive list

- Identifying children who may need an attachment figure within school.
- Supplying the SENCo and Nurture Assistant with necessary information to assist them in monitoring the effectiveness of the provision.
- Liaising with parents regarding initial concerns and referral.

The SENCo is responsible for:

- Supporting the Nurture Assistant in collaborating with staff and parents.
- Meeting with the Nurture Assistants each term to discuss referrals, prioritise and allocate children to Nurture Assistants.
- Periodically reviewing session plans and discussing pupil progress with the Nurture Assistant.
- Ensuring that the Nurture Assistant has adequate time to plan and deliver programmes.
- Ensuring that there are adequate resources and space available within the school to meet the needs of the child(ren) experiencing difficulties.
- Ensure that the Nurture Assistant is aware of safeguarding procedures as appropriate and records concerns on CPOMs where necessary.
- Contacting outside agencies for informal advice and further information if needed.

The Head Teacher is responsible for:

- Supporting all teachers including the SENCo in meeting their special needs responsibilities.
- Ensuring that the school's Nurture Support Policy is updated, relevant and followed.

Identification

The Code of Practice 2014 (COP) emphasises the need to identify pupils at the earliest possible time.

The ultimate indicator for the class teacher must be the comparison of the achievement, progress and behaviour of the pupil causing concern with that of the rest of the class. If the difference is **significant** then clearly this should be a case where the pupil is identified for a nurture support intervention.

The process of identification leading to provision is through a referral process as follows:

1. Children may be identified as potentially needing nurture support due to one or more of the following:
 - Concerns raised by parents
 - Concerns raised by school staff
 - Concerns raised by an outside agency (eg the Early Help Service, Educational Psychology etc.)
2. School staff (including class teacher) and SENCo discuss the potential need for support, identifying the key target areas.
3. SENCo and nurture staff discuss any pupils needing nurture support and will then prioritise the referred pupil(s) and identify the most appropriate form of support. When demand is high, pupils may be placed on a waiting list.
4. The SENCo will then write a letter to the parent/carer of each identified child, containing brief information about the programme and to obtain consent*.

*The programme will not commence until consent has been given.

The Nurture Support Process

- Identification and referral.
- Nurture Assistant to deliver planned programmes for typically 6 to 8 weeks*.
- Evaluation of intervention will be on a weekly basis after every session.
- Impact of intervention measured by class teacher approximately 4 – 6 weeks after programme completion.
- Opportunities for brief review meetings with the Nurture Assistant will be made available for children after completion of the programme, in order to maintain contact (as required).

*Please note: change cannot necessarily be achieved rapidly – this depends on the complexity of the issues.

Provision

- A room is set aside for Nurture Support Programmes to be delivered.
- The provision takes the form of individual or small group support.