

PARTNERSHIP WITH PARENTS AND CARERS

We recognise the importance of involving parents and carers to improve the continuity when dealing with difficult behaviours. We aim to keep parents/carers informed of their child's progress via the child's a nurture group communication book. We also aim to provide parents/carers with support and advice.

ASSESSMENT AND MONITORING

Children involved in the group are assessed before joining the group. The assessment results are discussed with the school SENDCo, Class Teacher and Head Teacher. All children are set individual targets for learning and behaviour. They are encouraged to work towards these targets and are rewarded for achieving them. Each child is monitored and reviewed on an ongoing basis by the nurture group staff tracking their social and emotional development. Staff are happy to discuss progress with parents and carers at any time.

TRANSITIONING BACK TO CLASS

When a child is thought to no longer require the nurture group setting, a programme of gradual reintegration will be initiated. Parents will be informed of when and how this will take place. The nurture group staff will inform the class teacher of initiatives which will help the child settle back into their class.

SCHOOL OFFICE:
01582 602420

St. Mary's Catholic Primary School

ST. MARY'S CREW



NURTURE GROUP

STAFF:

Mrs O'Regan & Mrs Roddis

SEND Co-ORDINATOR:

Mrs Ball

SCHOOL VISION:

"In God's Love we learn and grow"

The St. Mary's nurture group, called the St. Mary's Crew, provides a modified curriculum within the school environment. The group is an intervention for those children who are unable to access learning successfully in their classroom. It is part of the whole school approach to inclusion and provides support for children with social and emotional needs.

The group meets for three afternoons a week; each session is for 2 hours. The children spend their remaining school time in their own classes.

The group caters for up to 8 children from years 1-4.

THE AIMS OF OUR GROUP:

To provide a small-scale setting in which children can experience nurturing and support from two members of staff.

To have a predictable, calm and purposeful environment and a timetable free from curriculum pressures.

To develop relationships between adults and children, building trust, confidence and reliability.

To help children learn appropriate behaviour, improve self-esteem and develop their social skills.

To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.

To work with parents and teachers to achieve a consistent approach at home and school.

To provide on-going assessment and support for the children with the aim of enabling them to access the curriculum and participate fully in school life.

To support SENDCo assessment.

To prevent possible exclusion.

LOCATION

The nurture group is based in the purpose built lodge. The room provides a formal work, eating, play and quiet areas. Should a child require a time-out to address emotional or behavioural difficulties, they will remain within the room.

TIME TABLE

The nurture group provides a modified curriculum that is based on the children's needs. Each session offers the security of a consistent and familiar structure:

GREETING
CIRCLE TIME ACTIVITY
FREE PLAY
DESIGNATED ACTIVITY OF THE DAY
TIDY-UP AND SNACK TIME PREPARATION
SNACK TIME
WASHING UP AND STORY TIME
FAREWELL TIME

The circle time activities focus on the following valuable activities and are weighted towards the child's PHSE development

The group participates in art, science, PSHE, drama and PE. Activities such as cooking and gardening will be included.

WHO MIGHT BENEFIT FROM THE GROUP?

The following types of children are considered for the group:

- Those who appear to be emotionally insecure;
- Children who are withdrawn, unresponsive, or have a poor attention span;
- Children with poor social skills;
- Children with poor attendance;
- Children who demonstrate immature behaviour;
- Children who behave aggressively, impulsively or inappropriately;
- Children who are finding change upsetting;
- Children who appear unable to integrate into the mainstream classroom.
- Children who lack in confidence;
- Children who can role model good behaviour.